

EDUCATIONAL RESOURCES INFORMATION CENTER

March 1973

Volume 8 Number 3

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

Material for this publication was processed for Linotron printing by Leasco Systems and Research Corporation under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget March 26, 1971. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$38.00 a year; foreign, \$9.50 additional. Single copy: Domestic, \$3.25. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

IMPORTANT NOTICE

Beginning with the January 1973 issue, accession numbers appearing in the Subject, Author, Institution, and Cross Reference Indexes will be followed by the symbol // whenever they refer to documents that are *not* available from the ERIC Document Reproduction Service (EDRS). Approximately 18 percent of the documents announced in each issue of **Research In Education** are copyrighted, or have alternate sources of availability, and therefore will bear this symbol.

ERIC also announces a change in its microfiche reduction ratio to conform with both the new COSATI (Committee on Scientific and Technical Information) and NMA (National Microfilm Association) standards. This will result in a 24:1 reduction ratio instead of the present 20:1.

Beginning with the December 1972 issue of **Research In Education**, all standing orders for microfiche will be issued in the new format. Microfiche produced earlier at the 20:1 standard will continue to be supplied in that format.

The new format provides for 98 pages per microfiche (as opposed to 60 pages per microfiche for the old format). Since the new format does not modify the external dimensions of the microfiche, existing microfiche readers may be used without modification.



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Research in Education

ED 068 737 - 069 935

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated. **Sacramento State Coll., Calif.**

Report Number and/or Bureau Number—assigned by originator.

Date published. **Spons Agency—USOE Bur. of Research**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Report No.—NDEA-VIIB-449.**

Alternate source for obtaining documents. **Pub Date—15 Apr 66**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Contract—OEC-4-16-023**

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

Descriptive Note.

Identifiers—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AC

ED 068 737 AC 012 555

Anderson, Glenn L.

How Colleges, Universities, and Other Educational Institutions Can Use Direct Mail More Effectively.

Pub Date 65

Note—15p.; Series of articles which appeared in College and University Business, January - June, 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, *Colleges, Community Support, Concerts, Cultural Activities, Cultural Enrichment, *Information Dissemination, Lecture, Periodicals, Publications, *Publicize, *Universities

Identifiers—*Direct Mail Advertising

This series of magazine articles stresses ways in which educational institutions can use direct mail advertising to promote lectures, concerts, and other programs to off-campus audiences. The application of direct mail principles to selling education is suggested, and the advantages and disadvantages of direct mailings by colleges and universities are discussed. Successful techniques for advertising are described, with emphasis on their use by educational institutions. Ideas for compiling and evaluating mailing lists are given to ensure maximum community support. (RS)

ED 068 738 AC 012 620

Local Government Manpower Requirements for Community Development in South Carolina. Memorandum No. 1.

Public Research and Management, Inc., Atlanta, Ga.

Spons Agency—South Carolina State Planning and Grants Div., Columbia.

Pub Date Feb 71

Note—68p.; One of a series of reports

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, Community Responsibility, Educational Needs, Labor Force, *Local Government, *Manpower Needs, Occupational Information, *Occupational Surveys, Occupations, Publications, Surveys, Technical Reports, Training

Identifiers—South Carolina

Local government manpower requirements and training needs as related to the process of community development in South Carolina are discussed in this preparatory report. The process of community development is defined in terms of the responsibilities of major public, quasi-public, and private participants with an emphasis on the role of local government. Community responsi-

bility units are grouped into political-legal, social, and physical areas. Core occupations for each unit are specified, and educational and skill requirements are enumerated. Significant employment patterns for the four general levels of occupations in terms of manpower sources, attrition, attitudes, and motivation are given. (For related document, see AC 012 621.) (Author/RS)

ED 068 739 AC 012 621

Study Findings and Training Recommendations. Local Government Manpower Survey in South Carolina. Memorandum No. 3.

Public Research and Management, Inc., Atlanta, Ga.

Spons Agency—South Carolina State Planning and Grants Div., Columbia.

Pub Date Mar 71

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Needs, Employment, Labor Force, *Local Government, *Manpower Utilization, Occupational Information, *Occupational Surveys, Occupations, Population Distribution, Surveys, Tables (Data), Technical Reports, Training

In this survey of occupations in local governments in South Carolina, 8 broad core occupation categories were identified and surveyed. Current employment and projected needs to 1975 for each population grouping were given for the occupational categories. Population groupings are counties and 6 sizes of municipalities. This report is a general guideline, and a more comprehensive study is recommended. The local government manpower situation is examined in a section giving 5 generic groupings of labor, basic levels of education and skill for each group, motivational factors, recommendations for career ladders, and a review of current practices. An analysis of employee training needs and recommendations follows, with details on first order training needs and a statement of second order training needs. Appendix D provides training course specifications. (For related document, see AC 012 620.) (Author/RS)

ED 068 740 AC 012 633

Adult Education Bill. Press Communiqué. Ministry of Education, Stockholm (Sweden).

Pub Date 13 Mar 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Students, Bulletins, Educational Counseling, Educational Guidance, *Educational Legislation, Educational Research, *Financial Support, *Handicapped Students, Instructional Materials, *Labor Education, Occupational Guidance

Identifiers—Preferential Circles, *Sweden

An adult education bill submitted to the Swedish parliament contained the following proposals: an increase in the grant to study preferential circles at the comprehensive school level; continued active recruitment to adult education by the FOVUX Committee; increasing the availability of education for shift-workers; and a grant of 200,000 kronor for the production of educational materials for the handicapped. The bill also provided for increased special educational counseling and occupational guidance services for adult students, and for additional research and development in the field of adult education. These will be financed by a proposed additional allocation of 86 million kronor for adult education. (RS)

ED 068 741 AC 012 685

Life Skills: A Course in Applied Problem Solving. Fifth Edition.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 72

Note—181p.

Available from—Saskatchewan NewStart, Inc., P.O. Box 1565, Prince Albert, Saskatchewan (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Programs, Behavioral Objectives, Course Content, Course Evaluation, Curriculum Guides, *Disadvantaged Groups, Individual Development, *Problem Solving, Productive Thinking, *Program Descriptions, Role Perception, *Self Actualization, Social Problems, Student Evaluation

Identifiers—*Life Skills Education, Saskatchewan NewStart

The Life Skills course of Saskatchewan NewStart uses concepts and techniques from education, social work, and behavior sciences to develop new types of programs which stress personal competence in dealing with problems. This book describes the Life Skills course and gives examples of how problem solving skills are taught. Other chapters deal with teacher training, role training, implementation of the course, and the role of problem solving in Life Skills. Two chapters are devoted to evaluation, one to student progress and the other to course evaluation. Bibliographies are included as are evaluation forms and diagrams of how Life Skills may be used. (RS)

ED 068 742 AC 012 708

Vineberg, Robert Taylor, Elaine N.

Summary and Review of Studies of the VOLAR Experiment, 1971: Installation Reports for Forts Benning, Bragg, Carson, and Ord, and HumRRO Permanent Party Studies.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-72-18

Pub Date May 72

Note—113p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Armed Forces, *Attitudes, Career Choice, *Military Personnel, Military Service, Statistical Data, *Tables (Data), Technical Reports

Identifiers—*Project VOLAR

An evaluative summary and a consolidation of the findings of Project VOLAR studies on the attitudes and career intentions of army officers and enlisted personnel are contained in this report. Tables reflect the results of questioning at several army bases, and compare the results from the different bases. Attitudes and rankings are determined by army status (career or enlisted), area, and career plans. (RS)

ED 068 743

AC 012 719

Easley, Edgar M.

Hardware and Software in Corrections Education. Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Correctional Education, Educational Facilities, *Facility Inventory, *Instructional Materials, Problem Solving

A detailed report on availability of, purposes for, advantages and disadvantages of hardware and software in Adult Basic Education is given. Problem of how to reduce complexity of using instructional devices, and how to reduce need for readjustments of present programs to install them is discussed. (NF)

ED 068 744

AC 012 801

Handbook for Supervisors of Air Force Reserve Personnel in Mobilization Augmentee Program.

Air Force Accounting and Finance Center, Denver, Colo. Office of Reserve Affairs.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Guides, Guides, *Manpower Utilization, *Military Training, *Officer Personnel, *Supervisors, Training Techniques

Identifiers—Air Force, Augmentees

The duties of supervisors of Air Force reserve personnel are discussed in this handbook. The organization of the Air Force is diagrammed, with duties explained for all administrative personnel. The handbook details the supervisor's responsibilities and tells how to utilize reservists during their tours of duty. This guide also discusses how to fill out forms for reservists. (RS)

ED 068 745

AC 012 815

Personnel Management Training Center: Course Schedule, Fiscal Year 1973.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, Bulletins, *Catalogs, *Educational Programs, *Employees, Interagency Planning, Program Descriptions

Identifiers—Equal Employment Opportunity Training Institute, Upward Mobility

The Personnel Management Training Center's Course Schedule for Fiscal Year 1973 lists all courses available to government employees. Interagency training programs include courses in employee relations, counseling, personnel management, and instructor training. Courses are also offered by the Equal Employment Opportunity Training Institute, and Upward Mobility courses are available. Each entry lists the course, dates given, and the tuition. (RS)

ED 068 746

AC 012 840

Kazimirski, J. And Others

Creating a Market.

International Labour Office, Geneva (Switzerland).

Pub Date 68

Note—178p.

Available from—International Labour Office (Sales Section), 1211 Geneva 22, Switzerland (\$1.75)

Document Not Available from EDRS.

Descriptors—Bibliographies, Books, Distributive Education, Economics, Glossaries, *Instructional Materials, *Manuals, *Marketing, *Technical Education, Textbooks, Workbooks

The second in a series of programmed books, "Creating a Market" is published by the International Labour Office as a manual for persons studying marketing. This manual was designed to meet the needs of the labor organization's technical cooperation programs and is primarily concerned with consumer goods industries. Using a fill-in-the-blanks and question-and-answer format, the handbook is used for individual study. Among the topics covered are market research, product planning, pricing, advertising, and distribution. Each chapter is followed by a review and a bibliography. A glossary of business terms, international sources, and commonly used sales techniques comprise the appendices. (RS)

ED 068 747

08

AC 012 842

Dieffenbach, Edward J.

Communication And Extension Public Relations. Special Study.

Pub Date Jun 71

Note—94p.; Submitted in partial fulfillment of requirements for Degree of Master of Education, Colorado State University, Fort Collins, Colorado

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Problems, *Extension Education, Information Dissemination, *Masters Theses

A study to show that effective Extension public relations are based on sound programs communicated to the public and that they involve all Extension staff members is presented. Extension public relations is defined as two-way communication process between Extension and its publics and identifies five steps: (1) analysis, (2) planning, (3) communication, (4) evaluation, (5) revision. Study makes nine recommendations to Cooperative Extension Service to improve Extension's public relations. (Author/NF)

ED 068 748

AC 012 847

Freebern, John Robert

Socialization of Youth: Role of the 4-H Professional.

Pub Date May 70

Note—59p.; Submitted in partial fulfillment of the requirements for the degree of Master of Science, Michigan State Univ

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Educators, *Change Agents, *Extension Agents, Leaders Guides, *Leadership Responsibility, *Leadership Training, *Masters Theses, Social Environment, Social Influences, Social Relations, Social Structure

Many professional 4-H staff members lack a sufficient background in the social sciences, fail to understand the complexity of the socialization task, and are not aware of the changes made by other socialization agents in the community. This paper is designed to help the professional 4-H adult worker improve his role as a socialization agent. Socialization, the process by which a person learns the ways of the group in order to function within it, is viewed from the perspective of the individual and society. Among society's socialization agents are the family, the peer group, and the school; the adult agent learns to work within the framework of these influences. Some of the difficulties confronting the adult socialization agent are changing expectations and roles, the impact of technology, lack of cooperation, and less of adult influence. Better recruitment and training techniques are suggested, as are planning, implementation, and evaluation of programs. A bibliography is included. (RS)

ED 068 749

AC 012 848

Bosak, Betsy Taylor, Pamela

Evaluation of Courses Taken by NUC Employees from June 1971 to May 1972.

Naval Undersea Center, San Diego, Calif.

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Data Processing, Employee Attitudes, *Questioning Techniques, Statistical Analysis, *Statistical Data, Supervisors, *Tables (Data), Task Performance, Vocational Development

In August 1972, a survey was taken of 121 randomly selected Naval Undersea Center employees

who had completed training courses between June 1971 and May 1972. The questionnaire was designed to determine how useful the employees felt the courses were in relation to their jobs. Supervisors of 55 of the employees were asked to evaluate the training programs in terms of the employee's job performances. At the completion of the courses the employees were generally satisfied and 90.1 percent felt the courses were pertinent to their job needs. A follow-up evaluation in August 1972 revealed that only 76.5 percent found the courses useful to their career development. The data processing course appeared to have the least career-development value; the clerical courses seemed to have the greatest value. (RS)

ED 068 750

AC 012 849

Price, Randel K., Ed.

A Study of Marriage Role Expectations of Women Living in Missouri Delta Counties as Related to Selected Characteristics.

Missouri Univ., Columbia. Extension Education Dept.

Note—6p.; Summary of unpublished Special Problem Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Surveys, *Comparative Analysis, Economic Factors, Females, Homemaking Skills, Marriage, Mothers, Participant Characteristics, Professional Personnel, Research Methodology, *Research Reviews (Publications), *Role Perception, *Socioeconomic Status, Statistical Data, Sub-professionals

Identifiers—*Missouri

A summary of an unpublished special problem by Katherine K. Hill, this paper found that Missouri Delta women are more similar than different despite varying economic levels. A Marriage Role Expectation Inventory of 37 statements was given to groups of women. The groups included professional and subprofessional Headstart personnel, members of Extension Clubs, parents of Headstart students, and limited-income women enrolled in Office of Economic Opportunity programs. Scores were tabulated according to income, education, and age on a traditional versus equalitarian scale. The results indicated that higher income levels do not mean more equalitarian attitudes about the roles of men and women in marriage; women from the lowest income groups were not more traditionally inclined. The amount of formal education had a positive relation to equalitarian concepts with women with elementary or less education seeming more traditional and valuing manual homemaking skills. College educated women attached less importance to homemaking skills. They attached more value to kindness in husbands, while less educated women attached greater importance to ambition and being a provider. (RS)

ED 068 751

AC 012 850

Zapata, Fabio A.

Factors Associated with Farmer's Perception of Agricultural Extension in Antioquia, Colombia.

Pub Date 71

Note—7p.; Summary of Ed.D. dissertation, Louisiana State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Educators, *Agricultural Education, Agricultural Laborers, Agricultural Production, Agriculture, *Doctoral Theses, *Extension Agents, *Extension Education, Statistical Data

Farmers' perceptions of Extension services and Extension agents representing agricultural organizations in Antioquia, Colombia, were studied. A total of 370 interviews were made with clients of three Extension Services. A positive correlation was found between the client's perception of the agent and years of schooling, economic status, practices learned and used, and level of contact with the agent. However, the perception of the Extension Services was not associated with the years of schooling, economic status, or level of contact. Only the number of practices used by the client was associated with favorable perception. The most favorable perception was of the Coffee Growers Federation, the oldest organization; the least favorable perception was of the Colombian Agricultural Institute, the newest service. (RS)

ED 068 752

AC 012 855

Mason, W. Dean, Comp.

Geriatric Service and Research.

Pub Date 72
Note—149p.; Papers presented at dedication of Geriatric Center of the Kennedy Memorial Christian Home, Martinsville, Ind.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Books, *Geriatrics, Medical Services, News Media, *Older Adults, Publications, *Religious Agencies, Senior Citizens, Social Problems, *Social Sciences, *Speeches

Identifiers—*Kennedy Memorial Christian Home

Written by experts in the field of geriatrics, this book is composed of a group of papers. Among the subjects covered in the papers are the news media, the values of the later years, the sciences and aging, and a history of the Home. Several of the articles are written by ministers connected with the religiously oriented facility. Additional papers are by the Governor of Indiana and the compiler, who is director of the Home. (RS)

ED 068 753 AC 012 856

Educational Services Manual.

Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Pub Date 67

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Programs, Adult Students, Bibliographies, Bulletins, Catalogs, Educational Development, *Manuals, Program Administration, *Program Descriptions, *Resource Guides

Identifiers—United States Navy

The Educational Services Program of the Navy provides an opportunity for enlisted personnel to earn a high school diploma, for career personnel to pursue an advanced educational program, and for officers to work on baccalaureate or advanced degrees. This is a manual of information about the G.I. Bill, available counseling, tuition aid, program instruction, and the various courses of study offered by the Educational Services Program. Samples of forms and sample letters are given as examples of how to apply for entrance or tuition assistance. Appendices include film catalogs and bibliographies. (RS)

ED 068 754 AC 012 860

Richter, Melissa Lewis Whipple, Jane Banks

A Revolution in the Education of Women. Ten Years of Continuing Education at Sarah Lawrence College.

Sarah Lawrence Coll., Bronxville, N.Y. Center for Continuing Education and Community Studies.

Pub Date 72

Note—77p.

Available from—Sarah Lawrence College, Bronxville, New York 10708 (\$2.00).

Document Not Available from EDRS.

Descriptors—Administration, *Adult Education Programs, Bulletins, *Catalogs, *College Programs, Continuous Learning, Graduate Study, Part Time Students, *Professional Continuing Education, Publications, Residential Programs, *Special Degree Programs, Undergraduate Study, *Womens Education

The Sarah Lawrence Continuing Education Center provides educational opportunities for women who are not now in college, but who wish to continue their educations. This book is a publication about and a catalog for the Continuing Education Center. The Undergraduate Program is explained, as are procedures for admission, financial aid, course work, matriculation, and flexibilities. Backgrounds and characteristics of undergraduate students are examined in the light of their return to school. Other sections of the catalog deal with administration, graduate programs, and a history of the Center. (RS)

ED 068 755 AC 012 861

Habt, Anne S. And Others

Relationship between Union County, Tennessee Homemakers' Practice Adoption Scores on Budgeting and Record Keeping Practices and Selected Personal and Family Characteristics.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Aug 72

Note—22p.; Research Summary of a Graduate Study; Extension Study 24, S.C. 299

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Budgeting, Home Management, Housewives, *Money Management, *Record Keeping, Statistical Data, Tables (Data), *Technical Reports

Identifiers—Tennessee

A random sample of 86 homemakers was included in this study to determine the relationship between the homemakers of Union County's use of recommended budgeting and record keeping practices and selected characteristics. The personal and family characteristics considered were the age of the homemaker, age of the homemaker's husband, and employment status of the husband. Homemakers who had high total practice adoption scores on budgeting and record keeping were younger than those with lower scores, had younger husbands, and had husbands employed full-time off the farm. Homemakers with high scores tended to be better educated, to be unemployed outside the home, have higher incomes, and be making payments on their homes. The results indicate that disadvantaged homemakers in Union County have special needs in money management which are not being met by existing agencies. (RS)

ED 068 756 AC 012 862

McBroom, Charles T., Jr. And Others

An Analysis of Selected Tennessee Extension Management Information System (TEMIS) Data.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Jun 72

Note—49p.; Research Summary of a Graduate Study; Extension Study 21, S.C. 796

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Processing, *Extension Agents, *Information Processing, *Information Retrieval, Information Systems, Information Utilization, Man Days, Masters Theses, Planning, Statistical Data, *Tables (Data), Technical Reports, Time

Identifiers—Tennessee

How Tennessee County Extension personnel spent their time in Fiscal Year 1970 and 1971 and how they planned their time in Fiscal Year 1971 are discussed in this master's thesis. Information on planned and expended time was retrieved through TEMIS (Tennessee Extension Management Information System). Wide variations were found to exist between time planned to be spent and actual time spent according to "elements." Extension personnel tended to underplan on every element except "Forestry Production and Marketing," in which overplanning occurred. Large increases in time spent and contacts made were noted for elements from Fiscal Year 1970 to 1971. "Subject" code groupings on district and State levels for 1970 and 1971 were considered and significant time and contact changes were noted. Comparative information for 1970 and 1971 was presented for Extension supervisory personnel. Recommendations for further study are included. (Author/RS)

ED 068 757 AC 012 863

Mathews, Thomas Cochran And Others

The Soil Conservation District Movement in Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Aug 72

Note—19p.; Research Summary of a Graduate Study; Extension Study 26, S.C. 802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation Education, Environmental Education, Federal Government, Higher Education, Local Government, *Masters Theses, *Soil Conservation, *Soil Science, State Government, Tables (Data)

Identifiers—Tennessee

The development of soil conservation districts in Tennessee is the subject of this graduate study. Related literature, existing records, and personal interviews are used to record progress since Tennessee adopted Public Law 46 establishing soil conservation districts in 1939. In 1959 all 95 counties of Tennessee had organized soil conservation districts; continued cooperation of Federal, State, and local agencies is necessary to continue to combat soil erosion. (Author/RS)

ED 068 758 AC 012 864

Prince, Grace S. And Others

Nutritional Practices of Selected Homemakers in Weakley County, Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Aug 72

Note—21p.; Research Summary of a Graduate Study; Extension Study 25, S.C. 801

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dietetics, Extension Education, Foods Instruction, Food Standards, *Home Economics, Masters Theses, *Nutrition, Nutrition Instruction, *Statistical Data, Tables (Data), Technical Reports

Identifiers—Tennessee

Nutritional practices of home demonstration club members in Weakley County, Tennessee, are compared with those of nonmembers in this master's thesis. Marked differences appeared in the adequacy of breakfast; cooking vegetables only until tender; inclusion of Vitamin C once a day; following recommended principles of planning meals; buying "enriched" foods; food preparation and buying; and children receiving 4 glasses of milk daily. No significant differences appeared between members and nonmembers in getting vitamins from food sources rather than pills; cooking meats and proteins at low temperatures; including 2 servings from meat group each day; using vegetable oil in preparation; including green or yellow vegetables; and planning meals in advance. Differences between members and nonmembers were in sources of information about food preparation; number or sources of training, and having gardens. The hypothesis that there is no significant difference between home demonstration club members and nonmembers was rejected. (Author/RS)

ED 068 759 AC 012 865

Program IMPACT. Community Service and Continuing Education, Higher Education Act of 1965—Title I, 6th Annual Report.

Office of Education (DHEW), Washington, D.C. Bureau of Higher Education.

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Programs, Adult Students, Annual Reports, *Community Programs, Community Services, Financial Support, *Program Descriptions, Program Evaluation, Senior Citizens, Tables (Data), Womens Education

Identifiers—*Program IMPACT

The progress of 584 Community Service and Continuing Education Programs for fiscal year 1971 is the subject of this sixth annual report. Tables reflect the monies expended and institutions participating in programs authorized under Title I of the Higher Education Act of 1965. Other charts show the projects by geographic area, expenditures by geographic area, number of State-approved projects, and sources of matching funds. (RS)

ED 068 760 08 AC 012 873

Lowe, John

A Retrospective International Survey of Adult Education: (Montreal 1960 to Tokyo 1972).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-CONFEDAD-4

Pub Date 14 Apr 72

Note—138p.; International Conference on Adult Education, (3rd, Tokyo, 25 July - 7 August 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Education, *International Education, *School Surveys, *Surveys

Chapter headings in this survey include: Necessary and life long: changing concepts since 1960; State responsibility, legislation and coordination; Financing and administration of adult education; Personnel: recruitment, status and training; Individual and group needs; Institutions and programs; Methods and techniques; Research in adult education; International cooperation, exchanges and aid schemes. Appendices include: Copy of questionnaire; Breakdown of replies to questionnaire by geographic area; Breakdown of working groups formed; Breakdown of reports received. (NF)

ED 068 761 08 AC 012 874

Adult Education in the Context of Lifelong Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-CONFEDAD-5

Pub Date 28 Apr 72

Note—35p.; Basic Working Paper for Third International Conference on Adult Education (Tokyo, 25 July - 7 August, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Conference Reports, Educational Improvement, Educational

Needs, *Educational Planning, *International Organizations
Identifiers—*United Nations

The main results of the 1960 Montreal Conference on Adult Education, an analysis of the evolution of adult education during this period, and extensions and changes required in the future are presented. UNESCO's role in the development of adult education through international cooperation is discussed. (NF)

ED 068 762 08 AC 012 875

Puerta, Ivette Bruce, Robert L.
Data Collection with Low-Income Respondents.
State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.

Pub Date 72

Note—37p.; Paper presented at Adult Education Research Conference (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Data, *Data Collection, Economically Disadvantaged, *Information Seeking, Rural Areas

A series of data collection and general methodological needs which were encountered in the course of research study on the communication and value patterns of the rural poor, as part of Northeast Regional Project (NE-68) "Paths Out of Poverty" are given. Section headings include: Data Collection: Design and Testing; Data Collection-Field Work; Recruitment and Hiring of Interviewers; Training of Interviewers; Use of Indigenous Interviewers; Research and Community Development. (NF)

ED 068 763 08 AC 012 876

Teachers Guide for the Television Series—Your Future Is Now.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Educational Guidance, *Educational Strategies, *Educational Television, Guides, *Teaching Guides, Teaching Procedures, *Televised Instruction, Television Curriculum

A brief guide for sixty half-hour adult television lessons, covering subject areas needed for high school equivalency examinations is given. Areas are: Lessons in Reading Interpretation as applied to social studies, science, and literature; Lessons in English—grammar, spelling, usage, and vocabulary; Lessons in General Mathematics—arithmetic, beginning algebra, and beginning geometry. (NF)

ED 068 764 08 AC 012 877

Qutub, Ishaq Y. And Others

Illiteracy as an Impediment to Production: An Empirical Investigation.

Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFFC), Sirs-El-Layyan, Menoufia (Egypt).

Pub Date Jul 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Economic Factors, *Illiteracy, Interviews, *Literacy Education, Questionnaires, *Relevance (Education), *Social Factors

Report of a pioneer study comparing social and economic impact of illiteracy with that produced by literacy, and identifying trends and necessary modifications in current literacy program in order to increase its effectiveness in economic and social development is presented. Questionnaires were administered through personal interviews in both agricultural and industrial sectors. Results show that literacy can be considered among important variables in measuring change; there is need for educational materials and aids relevant to production in agriculture as well as in industry, and for modification of current literacy programs. (NF)

ED 068 765 08 AC 012 878

Kent, M. R. Dockrill, F. J.

Teaching Reading and Comprehension Skills to Sub-Literate Adults.

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comprehension, Comprehension Development, Control Groups, Educational Experiments, *Educational Improvement, *Educationally Disadvantaged, Experimental Groups, *Experiments, Instructional Improvement, *Learning Modalities, Learning Processes, Literacy, Remedial Programs

Forty sub-literate adults were given reading and comprehension skill training. Twenty of the subjects were taught using a multimedia, multimodal and multilevel communication skill system (Experimental Group). The other twenty were taught in a traditional manner using standard reading texts (Control Group). Both Groups received an average of 265 hours of instruction. The Experimental Group showed a significantly greater gain in reading and comprehension skills than the Control Group. (Author/NF)

ED 068 766 08 AC 012 880

Miller, Norma And Others

Guide Lines for Evaluation of Continuing Education Programs in Mental Health.

National Inst. of Mental Health, Rockville, Md.

Report No.—DHEW-HSM-72-9014

Pub Date 71

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0167, \$25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Evaluation, *Mental Health Programs, *Program Development, *Program Evaluation

Suggestions for program administrators and training program directors to develop comprehensive plans based on principles of community involvement, education, administration and finance, and the disciplines being taught are broadly outlined. Three accompanying charts illustrate approach to evaluation planning. (NF)

ED 068 767 08 AC 012 881

Cooper, R. B. And Others

Some Organizational and Income-Determining Features of the Wisconsin Outdoor Recreation Industry.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date Jul 72

Note—23p.; R2395

Available from—Bulletin Room, College of Agricultural and Life Sciences, The University of Wisconsin, Madison, Wisconsin 53706 \$25 plus postage

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Economic Research, *Economics, *Organization, *Recreation, *Recreational Facilities, Recreation Finances

A report on the economics of Wisconsin outdoor recreation industry, including characteristics of private recreation enterprises, financial components such as investment, gross recreation income, costs, net recreation income, and return to family labor and management. Other management aspects, such as rate determination, outside employment, seasonal problems, advertising, product differentiation, and condition of entry are evaluated. Data was taken from preliminary returns of an inventory taken in 1966 by National Association of Soil Conservation Districts. Conclusions are important. (NF)

ED 068 768 08 AC 012 882

Thomas, Dorothy

Who Pays for Adult Education in Kenya?

Kenya Inst. of Education, Nairobi.

Pub Date Nov 71

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Education Programs, *Costs, Educational Finance, *Educational Programs, *Financial Needs, *Financial Support, Program Costs

A report identifying major institutions providing educational opportunities for adults and indicating financial implications of their annual provision is given. Part I includes objectives, methods, problems and recommendations. Part II contains descriptions of activities of each of the Ministries and organizations providing adult education in Kenya, including estimated annual recurrent expenditures, sources of income, and sources of information for this Report. Basic method used in study consisted of interviews with staff of Ministries and organizations providing adult education. (Photographs may reproduce poorly.) (Author/NF)

ED 068 769 08 AC 012 883

University Studies without a Degree. Report to the 1968 Educational Commission. Summary and Comments.

Ministry of Education, Stockholm (Sweden).

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Research, *Economic Factors, *Educational Demand, Enrollment Influences, *Social Distribution

Four brief reports of the 1968 Educational Commission are presented: an account of drop-outs at universities and colleges; an investigation of trend in social distribution of students at universities and colleges during expansion of education in postwar period; illustrations of mobility and interchangeability on labor market of persons with higher education; investigations of changes in recruitment areas of universities and colleges, and effect of education on economic growth. (NF)

ED 068 770 AC 012 885

Proceedings of a Conference on Interprofessional Continuing Education in the Health Sciences.

Kellogg Foundation, Battle Creek, Mich.

Report No.—WKKF-PR-2

Pub Date 72

Note—87p.; Conference held at the University of British Columbia, June 4-6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Educators, Bibliographies, *Conference Reports, Conferences, Continuous Learning, *Health Personnel, *Interprofessional Relationship, *Professional Continuing Education, Professional Personnel, Program Descriptions

The purpose of the W.K. Kellogg Foundation Conference was to explore the nature, potential, and operation of Interprofessional Continuing Education in the Health Sciences with leading continuing educators. The proceedings of the conference consist of background papers, work group reports, and summaries of dialogues between professional personnel. A conference summation and a conference evaluation are included. The appendix contains a program, rosters of resource personnel and participants, an evaluation form, and a bibliography. (RS)

ED 068 771 AC 012 886

Adult Basic Education National Teacher Training Study. Part II: State of the Art.

Missouri Univ., Kansas City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-71-4556(323)

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Adult Basic Education, Adult Education, Educational Researchers, Federal Aid, Federal Government, Publications, Tables (Data), *Teacher Education, *Technical Reports

A national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators is described in this report. This report, the second of 4 documents, presents the current state of the art in adult basic education teacher training. This document contains results of a survey of State Directors of Adult Education; financial data about federally funded training efforts; survey of model teacher training programs; and a survey of Federal agencies with adult basic education funds. Each section is followed by discussion and preliminary recommendations. The appendices contain the survey questionnaires. (RS)

ED 068 772 AC 012 887

Ryan, T. A.

Redirection in Corrections through Adult Basic Education.

Pub Date 6 Nov 71

Note—30p.; Paper presented at National Association of Public and Continuing Adult Education/Adult Education Association Conference (Los Angeles, Calif., Nov. 6, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Bibliographies, Computer Programs, *Conceptual Schemes, Correctional Education, *Corrective Institutions, *Models, Prisoners, Program Descriptions, Research Reviews (Publications), Training

The Adult Basic Education in Corrections Program discussed in this paper is a model for redirection in corrections; it is an acknowledgment of the need to provide educational programs to meet the special needs of adult offenders. Three outcomes have been realized from

the program thus far: analysis of the situation, synthesis of a conceptual model of adult basic education in corrections; and design of 66 models for delivery systems of adult education in corrections. The program also provides a training component. Among the functions of the model are conceptualizing the system, processing information, establishing a philosophy and assessing needs, defining goals, formulating plans, implementing programs, and measuring outcomes. A bibliography and model charts are included. (RS)

ED 068 773 AC 012 888

Ryan, T. A.

Adult Basic Education in Corrections: Training and Model Implementation.

Pub Date 23 Aug 72

Note—28p.; Paper prepared for American Correctional Association Congress (Pittsburgh, Pennsylvania, August 23, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Career Education, *Computer Programs, Conceptual Schemes, Correctional Education, Correctional Rehabilitation, *Corrective Institutions, *Models, Prisoners, Publications, Rehabilitation, *Training
Identifiers—*University of Hawaii

This paper develops a rationale for using a systems approach for inmate welfare, and defines personnel training and model implementation as two basic elements for an effective corrections system. The problem of inmate welfare is conceptualized, and the systems approach is defined. A process for producing a model and the process of producing and implementing a system are described. The Adult Basic Education in Corrections System is defined in terms of its two basic elements: personnel training and model implementation. The adult basic education in corrections conceptual model is presented. The implementation of the conceptual model in 115 delivery systems is described. The need for personnel training at regional and national levels as well as preservice and inservice training in institutions and agencies is stressed. The need for continued use of the conceptual model in creating delivery system designs and the concomitant need for initiation and operation of the systems in correctional institutions are emphasized. (Author)

ED 068 774 AC 012 889

Ryan, T. A.

Adult Basic Education in Corrections.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Division of Adult Educational Programs, BAYT.

Pub Date 6 Jun 72

Note—11p.; Program Overview

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Adult Basic Education, Career Education, *Correctional Education, *Correctional Rehabilitation, Prisoners, *Program Descriptions, Rehabilitation, Rehabilitation Programs, Research Proposals

The use of career-based adult basic education to achieve rehabilitation in persons in correctional institutions is discussed in this report. This program, based on a model design developed by corrections personnel, is a cooperative effort in teacher training, experimentation, demonstration, operation, and evaluation. Goals are defined, the model is implemented, and decision-makers are trained, all within the framework of the program's philosophy. (RS)

ED 068 775 AC 012 890

Adult Education in Brazil.

Ministerio do Educacao e Cultura (Brazil).

Pub Date [71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, *Adult Literacy, Adult Programs, Bulletins, Literacy, *Tables (Data)
Identifiers—*Brazil

The status and goals of adult education programs in Brazil are discussed in this report. Supplemental systems such as the Brazilian Literacy Movement (Möbral) and their results are described and evaluated. Charts detailing the evolution of literacy are shown and priorities in education are suggested. The progress of other educational entities is also reported on. (RS)

ED 068 776

AC 012 891

Higher Education Institute for Teacher Preparation in Adult Education. Final Project Report 1970-1972.

Utah Univ., Salt Lake City. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-3529(323)

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, Colleges, Conferences, Consortia, Directories, Inservice Education, Inservice Teacher Education, Publications, *Teacher Education, *Teacher Educator Education, Technical Reports, Universities, Workshops

The Higher Education Institute for Teacher Preparation in Adult Education was established to provide leaders to teacher training programs in the western United States with the knowledge and skills necessary to organize and conduct teacher training programs in Adult Education. From August through October 1971 qualified instructors from 41 institutions participated in the Institute; they then offered follow-up programs at local workshops, consortiums, and inservice training programs. The 1972 workshop was attended by State directors of adult education as well as participants from colleges and universities. These participants established new adult education training program at their institutions. Appendices include Institute programs and rosters. (Author/RS)

ED 068 777 08 AC 012 892

Directory of 338 Literacy Projects and Institutions in 96 Countries.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 71

Note—41p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Directories, Educational Programs, *International Programs, *Literacy Education
Directory and supplement of thirteen additional projects are given. [Hardcopy is unavailable due to marginal legibility of original document.] (NF)

ED 068 778 08 AC 012 893

Powers, Theodore R. DeLuca, Arthur J.

Knowledge, Skills, and Thought Processing of the Battalion Commander and Principal Staff Officers.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—HumRRO-TR-72-20

Pub Date Jul 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Planning, *Job Analysis, *Leadership Training, *Systems Approach, *Technical Reports

Report of research accomplished to aid U.S. Army Infantry School in its systems engineering of Infantry Officers Advanced Course curriculum is given. Focus is on identification of knowledge and skills and study of thought processing of battalion commander and his four principal staff officers. Survey of these officer activities was conducted in over 80% of all combat maneuver battalions, and data produced by a simulated battalion CPX were analyzed. It was concluded that it is feasible to identify knowledge and skills for commanders and staff officers by conducting systematic job analysis, to use this information in systems engineering of a curriculum, and to initially investigate thought processing by using a CPX. In latter case definitive results should be developed by further experimentation. (Author/NF)

ED 068 779 AC 012 894

Janne, Henri Roggemans, Marie Laure

Educational Systems and the New Demands of Industrialized Societies. Series B: Opinions No. 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Commission on the Development of Education.

Pub Date 71

Note—28p.; Second series of studies prepared for the International Commission on the Development of Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, *Adult Development, *Adult Education, Adults, *Continuous Learning, Developed Nations, Educational Development, Publications, Research Proposals

Aspects of change in industrial societies as they relate to adult education are discussed in this paper which proposes a system of life-long education. New features of societies practicing adult education and new trends typical of the components of adult education systems are analyzed. Guidelines are presented for life-long education in all phases from pre-school through professional training. Obstacles to the establishment of life-long educational systems are enumerated. (RS)

ED 068 780 AC 012 895

Janne, Henri Roggemans, Marie Laure

New Trends in Adult Education: Concepts and Recent Empirical Achievements. Series C: Innovations No. 7.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Commission on the Development of Education.

Pub Date 72

Note—33p.; Third series of studies prepared for the International Commission on the Development of Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Development, *Adult Education, Adults, *Continuous Learning, Educational Development, Educational Economics, Financial Support, Management, Publications, Research Proposals

The impact of the principles of lifelong education on the adult education system is the subject of this study. Efforts to co-ordinate post-school activities in several departments are discussed. The study traces the predominant patterns in the empirical development of adult education, both professional and nonprofessional, and shows the consequences of this development. Improvements in the quality of adult education are enumerated, as are obstacles to innovations. Financial developments and new trends in management of adult education are also discussed. (RS)

ED 068 781 08 AC 012 896

Mhaiki, Paul J. Hall, Budd L.

The Integration Of Adult Education In Tanzania.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Committee for the Advancement of Adult Education.

Pub Date 12 Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Developing Nations, *Development, Educational Development, National Programs
Identifiers—*Tanzania

Brief historical background of Tanzania; Links between adult education and development objectives, Links between Adult Education and Formal Education are outlined. Importance of adult education is emphasized. (NF)

ED 068 782 AC 012 897

National Directory of Continuing Education for Health Laboratory Personnel.

Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control.

Report No.—DHEW-HSM-73-8160

Pub Date 71

Note—277p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Correspondence Study, *Directories, Evening Programs, Health Occupations, *Health Occupations Education, Laboratory Techniques, Professional Associations, *Professional Continuing Education, *Professional Personnel, Professional Training, Program Descriptions, Refresher Courses, Seminars, Short Courses, *State Programs, Workshops

Continuing education activities available to laboratory technologists and personnel are listed in this directory. Workshops, seminars, short courses, and night classes intended to help the working technologist update his professional knowledge and keep abreast of new developments are listed by states. Courses offered at various colleges and universities are itemized, as are professional organizations offering continuing educational activities. All entries are followed by names of persons to contact for further information. Appendices include directories of national

10 Document Resumes

professional organizations, companies with field courses, and colleges offering correspondence courses. (RS)

ED 068 783 08 AC 012 898
Miller, Ronald H.

Proposal for the Establishment of a New York City Regional Center for Life-Long Learning.
Pace Coll., New York, N. Y. New York City Regional Plan for Higher Education.

Pub Date 26 Jun 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Learning, Continuous Learning, Educational Resources, *Program Proposals, *Resources

Project recommendations, as a result of five task force surveys of human, fiscal and physical resources of higher education institutions in New York City, as well as delineation of specific regional problems, especially in area of admissions, counseling and guidance, data collection, facilities, finances and programs and research, are presented. (NF)

ED 068 784 AC 012 899

Introduction to Leadership Development. Reserve Officers Training Corps Manual.

Department of the Army, Washington, D.C.

Report No—ROTCM-145-4-1

Pub Date Feb 72

Note—360p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American History, Armed Forces, Colleges, *Curriculum Guides, High Schools, *Leadership Training, Manuals, *Military Personnel, Military Science, *Military Training, *Officer Personnel, Textbooks

Identifiers—*Reserve Officers Training Corps

This manual is a textbook for the Junior Reserve Officers Training Corps course entitled "Introduction to Leadership Development." Part One of the manual explains the Reserve Officer Training Corps at the high school and college levels, outlines the concept of the citizen-soldier in American history, and explains the organization of the Army. The Army's role in American history is discussed in Part Two. Other divisions of the manual are concerned with respect to the flag, prisoner of war behavior, individual health, military customs and ceremonies, and descriptions of weapons. Appendix A deals with uniform care and preservation. (For related document, see AC 012 900.) (RS)

ED 068 785 AC 012 900

Intermediate Leadership Development. Reserve Officer Training Corps Manual.

Department of the Army, Washington, D.C.

Report No—ROTCM-145-4-2

Pub Date Feb 72

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Armed Forces, Colleges, Curriculum Guides, *Leadership Training, Manuals, *Military Personnel, Military Science, *Military Training, *Officer Personnel, *Textbooks

Identifiers—*Reserve Officers Training Corps

"Intermediate Leadership Development" is the subject of this Reserve Officers Training Corps manual which is designed to be used as a textbook. The individual actions which protect a soldier and make him effective in small units are discussed in Part One. Part Two is concerned with techniques of military instruction and provides suggestions for military instructors. Individual and Crew-served weapons and antipersonnel/tank mines are the subjects of Part Three. (For related document, see AC 012 899.) (RS)

ED 068 786 AC 012 901

Literacy 1969-1971. Progress Achieved in Literacy Throughout the World.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—128p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenay, 75 Paris-7e, France (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Literacy, *Literacy, Questionnaires, Statistical Data, Tables (Data), *Technical Reports

Identifiers—*UNESCO

The progress of adult literacy in United Nations member states from 1969 to 1971 is the subject of this report. Based largely upon replies to a questionnaire sent to governmental and non-governmental groups, the report describes trends in literacy development using selected programs as examples. Problems to be overcome if reduction of illiteracy is to be achieved are also discussed. Statistics and tables showing the range of literacy are given and United Nations and national policies in regard to literacy are dealt with. Appendices include lists of groups replying to the questionnaire, literacy statistics by country, and winners of the Mohammed Reza Pahlavi and Nadezhda K. Krupskaya Prizes. (RS)

ED 068 787 AC 012 902

Mohler, Irvin C. Bowers, Donald E.

Training Directory of the Rehabilitation Research and Training Centers, 1972-1973.

George Washington Univ., Washington, D.C.

Biological Sciences Communication Project.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Sep 72

Note—291p.

Available from—Research and Training Centers Division, Social and Rehabilitation Service, DHEW, Room 5416 HEW-S, Washington, D.C. (free)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Personnel, *Human Services, Practicums, *Professional Continuing Education, Professional Education, Professional Personnel, Program Descriptions, *Rehabilitation, Rehabilitation Centers, Rehabilitation Programs, Seminars, Short Courses, Trainees, *Training, Workshops

Courses, seminars, workshops, and practices offered by Rehabilitation Research and Training Centers during academic year 1972-73 are described in this directory. Programs are grouped by medical Research and Training Center and contain a brief description of the course's objectives, instructors, trainees for whom the course is intended, and schedule. A permuted title index is included, as is a list of the Research and Training Centers. (RS)

ED 068 788 AC 012 903

Experimental Training Program in Adult Basic Education in Correctional Institutions. Final Report.

Hawaii Univ., Honolulu. Education Research and Development Center.

Pub Date Jun 70

Grant—OEG-0-9-211006-4248(323)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Computer Programs, Conceptual Schemes, *Correctional Education, *Corrective Institutions, Educational Needs, Models, Objectives, Seminars, Surveys, Tables (Data), Teacher Education, Technical Reports, Tests

The purpose of this program was two-fold: to develop a model of adult basic education in corrections and to provide specialized training to selected individuals in adult basic education in corrections. Model development was accomplished through three activities: (1) needs assessment, (2) goals definition, and (3) model synthesis. Assessment of needs for adult basic education in corrections was accomplished by survey of institutions to determine discrepancies between existing programs and ideal programs. Goals of adult basic education in corrections were defined in a National Work Conference. A Model of Adult Basic Education in Corrections was synthesized from two independently developed models. Training of selected leaders in corrections in adult basic education was accomplished in two 24-day seminars. The training program aims called for development of knowledge and skills and fostering of positive attitudes relating to adult education in corrections. Results of pre- and post-tests against program objectives indicate that the aims were achieved at criterion levels. (Author)

ED 068 789 AC 012 904

Experimental Training Program in Adult Basic Education in Corrections. Final Report II.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Grant—OEG-0-9-211006-4248(323)

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Adult Basic Education, *Computer Programs, *Correctional Education, Corrective Institutions, *Leadership Training, Management, Publications, Seminars, Systems Approach, Technical Reports

The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery systems of adult basic education in correctional settings. In Phase I (1969-70), the goals of adult basic education in corrections were defined, a model was designed, and 2 seminars were conducted to train 37 individuals for leadership roles in adult basic education in corrections. In Phase II (1970-71), 30 persons received advanced training for leadership, 145 persons were trained in systems approach to management of adult basic education in corrections, the conceptual model was debugged, and 66 models of delivery systems for management of adult basic education were designed. (Author/RS)

ED 068 790 AC 012 905

Ryan, T. A., Ed. Silvern, L. C., Ed.

Goals of Adult Basic Education in Corrections.

Hawaii Univ., Honolulu. Education Research and Development Center.

Pub Date May 70

Grant—OEG-0-9-211006-4248(323)

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Conference Reports, Correctional Education, *Corrective Institutions, Evaluation, Models, Publications, Speeches

The results of the National Work Conference on Goals of Adult Basic Education in Corrections are presented in this monograph. The conference met in an attempt to determine national goals for adult basic education in corrections. This publication contains the conference's program, papers offered, theme presentations, and the preview of a model designed to provide adult basic education in corrections. Appendices include conference and participant rosters, position papers, task group summaries, and a conference evaluation. (RS)

ED 068 791 AC 012 906

Collection of Papers Prepared for 1970 National Seminars. Adult Basic Education in Corrections.

Hawaii Univ., Honolulu. Education Research and Development Center.

Pub Date 70

Note—641p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Adult Basic Education, Bibliographies, Conference Reports, *Correctional Education, *Corrective Institutions, Models, *Prisoners, Publications, Seminars, Speeches, Teachers, Tutorial Programs

Papers presented at national seminars for the purpose of developing a model for adult basic education in corrections are contained in this collection. The papers presented by consultants and participants in the conference provide a primary base of information for the creation of a model for adult basic education in corrections. Subjects discussed include using inmates as teachers and tutors, use of tests, history of correctional education, community resources, basic English, teaching with television, and ethnic differences. Each article is followed by a bibliography. (RS)

ED 068 792 AC 012 907

Paisley, Matilda B. And Others

Reaching Adults for Lifelong Learning. I. Final Report and Summary.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-71-3716

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Programs, Adults, *Continuous Learning, Questionnaires, Resource Materials, Statistical

Data, Surveys, Tables (Data), *Technical Reports

The final technical report and summary of a study of lifelong learning programs in the United States are presented. Included in the report are a background study of adult and continuing education, a survey of existing programs and practices, and statistical findings. Specimen materials are shown and exemplary practices suggested. Recommendations for improved programs are given as part of the final report summary. Appendices contain the Program Identification Questionnaire, Program Description Questionnaire, exhibits of exemplary materials, and promising promotion practices. (RS)

ED 068 793 AC 012 908

Paisley, Matilda B. And Others

Reaching Adults for Lifelong Learning. II. Case Studies of Exemplary Programs.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-71-3716

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Programs, Adults, *Case Studies, Colleges, Community Colleges, *Continuous Learning, Private Colleges, *Program Descriptions, School Districts, State Colleges, State Universities, Technical Reports

Ten institutions that provide lifelong learning programs are examined in this report, part of a study of lifelong learning programs in the United States. Each adult education site is either a school district, community college, private college, State college, or State university. The institutions' programs are described, as are the clients, faculty, courses, and goals. Case studies of innovative programs are included. (RS)

ED 068 794 AC 012 909

Paisley, Matilda B. And Others

Reaching Adults for Lifelong Learning. III. Directory of Reporting Programs and Statistical Tables.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Aug 72

Contract—OEC-0-71-3716

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Adult Programs, Continuous Learning, Directories, Questionnaires, *Statistical Data, *Tables (Data), Technical Reports

Data from programs which participated in a study of lifelong learning programs in the United States are contained in this volume. A directory of 949 reporting adult education programs is followed by statistical tables with results from promotion questionnaires. Institutions are compared by size and type. (RS)

ED 068 795 AC 012 910

Boyd, Robert D.

A Three Channel Model for Analysis of Communication. Final Report.

Wisconsin Univ., Madison. Adult Instructional Research Laboratory.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—144-C663

Pub Date 10 Sep 72

Grant—OEG-5-72-0021(509)

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Patterns, Communication (Thought Transfer), Discussion Groups, *Group Behavior, *Interaction, *Intercommunication, Interpersonal Relationship, Research, Statistical Data, Tables (Data), *Technical Reports, Tests

A transactional theory which views interpersonal behavior as being communicated simultaneously on 3 channels was tested. Forty dyadic groups were composed which ranged from compatibility to incompatibility through all possible combinations on the 3 channels. The groups tested the hypothesis that there would be a linear relationship between intra-group compatibility and a set of 5 dependent variables. Each of the dyads was scheduled for a half-hour discussion

period in which members worked together to solve a case study problem. Following the discussion sessions, each member completed a post-meeting test instrument. Results of 3 of the linear relationships were in the predicted direction; the fourth set of data provided conflicting results; and the fifth set of data gave results not supportive of the theory. (Author/RS)

ED 068 796 AC 012 911

Student Taught Adult Basic Literacy Efforts.

Berea Coll., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 72

Grant—OEG-0-71-4382(324)

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Educators, *Adult Literacy, *Adult Students, *College Students, Community Relations, Educational Television, Illiterate Adults, Individual Instruction, Inservice Education, Literacy, Small Group Instruction, Tables (Data), Teacher Education, Technical Reports

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which uses college students to teach adults in rural Appalachia who have little or no educational skills. Thirty Berea College Students who were given initial and inservice training in community relations and in methods and materials for teaching adults worked in 21 community locations. Emphasis was placed on recruitment of adult students and on the development of person-to-person relationships between teachers and students. Teaching was done in small groups, individual tutoring in homes, and using educational television, and was planned to be responsive to the needs of the participants. From August 1971 to August 1972 over 300 persons participated. Significant progress was made in subjects most often studied; during the spring term 60% of those studying mathematics advanced a year or more. Thirteen participants passed the GED test; 5 participants have been accepted by colleges and 4 are currently enrolled. The results show that functional illiterates and educational dropouts can be interested in education, that progress can be made by taking educational programs to the people, and that mature college students can be effective teachers. (Author/RS)

ED 068 797 08 AC 012 912

Kent, William P.

Data On Selected Students In Adult Basic Education Programs, 1971-72. Interim Report.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-0-71-3706

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, *Data Analysis, Education, *Educational Demand, Interviews, *Student Motivation

As first step in evaluation of basic education programs funded through Adult Education Act of 1966, analyses of interviews with students in first few months of 1972 are reported. 90 interviewing sites, located in 15 states representing all U.S. geographic areas were used. Program, class, and student test data are not reflected in this report. Students who were institutionalized, migrants, or over 44 years old were excluded. Results show motivation is primarily educational rather than job-related. Main interests are reading, numbers, with small interest in writing as separate learning subject. (NF)

ED 068 798 08 AC 012 913

Oazilbash, Husain, Ed.

Appalachian Needs and Curriculum Material.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 72

Grant—OEG-0-71-4410(324)

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Educational Needs, *Instructional Materials, Interdisciplinary Approach, Program Content

Inter-disciplinary attitude toward curricular materials and analysis of their relevance to Appalachian needs are introduced. A two-day brainstorming session of expert educators in reading, sociology, adult education, and nutrition exploring relationship between various curricular materials and Appalachian experience is summarized. (NF)

ED 068 799 08 AC 012 914

Scholes, Gene W. And Others

Financial Assistance For Adult Education Programs—Adult Basic Education, Federal Register.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jul 72

Grant—OEG-0-71-4410(324)

Note—14p.; Reprint of Part 166

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, *Educational Legislation, Educational Objectives, *Government Role, *Public Education, Public Schools

Stated goals and intent of Adult Education Act of 1966 and its amendment, progress toward those goals in terms of target population are examined. Ways of reaching target population, and consequences of suggested changes in adult clientele and of influence of Congressional appropriations or funding levels on meeting of those goals are considered. Conclusions are: intent of Adult Education Act of 1966 is to eliminate poverty; unreached are prime target population of young, unemployed, elementary-level males; present easily-reached and served population has goal of secondary completion; alternate delivery systems exist which do reach and teach prime target population; present methods of evaluation defeat purpose of legislation; present funding levels eliminate service to elementary-level students because of added expense of service to lower levels and punitive results of evaluation of that service. (Author/NF)

ED 068 800 08 AC 012 915

George, John L. Dubin, Samuel S.

Continuing Education Needs of Natural Resource Managers and Scientists.

Pennsylvania State Univ., University Park. Dept. of Planning Studies in Continuing Education.

Pub Date 1 Nov 71

Note—143p.

Available from—Production and Stores, Keller Building, The Pennsylvania State University, University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—*Educational Needs, Manpower Utilization, *Personnel Needs, Scientific Personnel, Social Factors

Five thousand natural resource managers and scientists throughout the United States were asked to indicate their current education needs. It was concluded that, merely to keep abreast, they should spend one day a week or the equivalent in regularly scheduled study. Training is needed in environmental management, interrelationships of the natural-resource scientist, social scientist, and planner, pollution and environmental quality, ecosystems, pollution biology, promotion of community interest in natural resources, and long-range planning. (Author/NF)

ED 068 801 08 AC 012 919

A Brief Annotated Bibliography of Recent Publications: A Supplement To External Study For Post-Secondary Students.

College Entrance Examination Board, New York, N.Y.

Pub Date Aug 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Education Programs, *Annotated Bibliographies, Education

Subject Titles include: Bibliographies, Reviews; Directories, Inventories; Innovation; Technology; Adult, Continuing Education; Credit By Examination and Guidance; Miscellaneous; External Degree Programs. (NF)

ED 068 802 08 AC 012 920

The Consumer and Transportation.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

12 Document Resumes

Note—125p.; One of a Series in Expanded Programs of Consumer Education
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Course Content, *Course Organization, Curriculum Guides, *Guides, Teaching Guides, *Transportation

One of a series of modules for possible use as semester or part of semester course discusses problems in a complex public and private transportation system, and encourages proposed solutions. By means of three columns headed: Understandings; Suggested Pupil and Teacher Activities; Source, each page deals with one problem. A Method of Survey Appendix, offering suggestions for inexperienced teachers on effective use of community surveys is given. (NF)

ED 068 803 08 AC 012 922

Tippett, Glen Mullen, Vernon
Establishing the LINC (Learning Individualized for Canadians) Program: A Manual for Administrators and Instructors.

Saskatchewan NewStart, Inc., Prince Albert.
 Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario);
 Saskatchewan Dept. of Education, Regina.

Pub Date 72
 Note—81p.

Available from—Saskatchewan New Start Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—Administrator Guides, *Adult Basic Education, *Guides, Individualized Instruction, *Instructional Materials, *Manuals, Program Content

A manual to accompany LINC courses in communications and mathematics, containing information on background, objectives, components, individualized process, and procedures for curriculum development and implementation of LINC Program, is presented. It was formerly referred to as The LINC Program User's Manual. An appendix includes a Reading List For Adult Basic Education. (For related documents, see AC 012 923-926.) (Author/NF)

ED 068 804 08 AC 012 923

Thorpe, Murdine Tippett, Glen
Communications—Skill Development Series. Learning Individualized for Canadians (LINC).

Saskatchewan NewStart, Inc., Prince Albert.
 Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario);
 Saskatchewan Dept. of Education, Regina.

Pub Date 72
 Note—394p.

Available from—Saskatchewan NewStart Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—*Developmental Programs, *Instructional Materials, *Language Development, Language Instruction, *Textbooks, Workbooks
 An instructor's text-workbook, consisting of fifteen booklets, to accompany LINC Communications Developmental Reading course, is presented. Five Unit Headings are: Word Analysis; Word Meaning; Literal Comprehension; Interpretive Comprehension; Evaluative Comprehension. An answer key is provided. Booklets and key are bound separately for inclusion in Communications Kit for individual student use in classroom. (For related documents, see AC 012 922 and AC 012 924-926.) (NF)

ED 068 805 08 AC 012 924

Thorpe, Murdine Tippett, Glen
Communications—Developmental Reading. Learning Individualized for Canadians (LINC).

Saskatchewan NewStart, Inc., Prince Albert.
 Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario);
 Saskatchewan Dept. of Education, Regina.

Pub Date 72
 Note—296p.

Available from—Saskatchewan NewStart Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Comprehension, Comprehension Development, Developmental Programs, Individualized Instruction, *Instructional Materials, *Language Arts, Program Content, Reading, Workbooks

A course is presented which is designed for development of vocabulary and comprehension,

on the assumption that the student is functioning at a minimum of grade four level in reading, has skills required to unlock language codes associated with phonetic structures, and is at a point in reading skill development where concentration can be placed on expanding his functional reading vocabulary and developing his comprehension skills to the evaluative level. All components of individualized process are included in each of five units: Word Analysis; Word Meaning; Literal Comprehension; Interpretive Comprehension; Evaluative Comprehension. Complete answer keys for all tests are included, as well as Instructor's Guide. (For related documents, see AC 012 922-923 and AC 012 925-926.) (Author/NF)

ED 068 806 08 AC 012 925

Tippett, Glen
Communications—Functional Reading. Learning Individualized for Canadians (LINC).

Saskatchewan NewStart, Inc., Prince Albert.
 Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario);
 Saskatchewan Dept. of Education, Regina.

Pub Date 72
 Note—296p.

Available from—Saskatchewan NewStart Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Educational Diagnosis, *Instructional Materials, *Language Arts, Program Content, Student Evaluation, Workbooks, Writing Skills

A course is presented which is designed for a student functioning as low as grade four level or with gaps in his knowledge at a very low level, to orient student to program and provide experience in learning skills associated with program materials and instructional support facilities within the training center complex. Following the learning skills unit, structural skills needed for writing correct sentences, capitalization, punctuation, word usage and paragraphs are developed as a base for applied writing, which follows in correspondence and media skills. (For related documents, see AC 012 922-924 and AC 012 926.) (Author/NF)

ED 068 807 08 AC 012 926

Tippett, Glen
Mathematics. Learning Individualized for Canadians (LINC).

Saskatchewan NewStart, Inc., Prince Albert.
 Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario);
 Saskatchewan Dept. of Education, Regina.

Pub Date 72
 Note—378p.

Available from—Saskatchewan NewStart Inc., 1st Ave. & River St. East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Course Content, *Curriculum Guides, *Instructional Materials, *Mathematics Curriculum, *Mathematics Education, Remedial Mathematics, Workbooks

A program is presented which is designed for a prospective student functioning as low as grade four or with gaps in his knowledge at a very low level. The course begins with basic counting with whole numbers, assuming only recognition of Arabic numerals and their order properties. A scope and sequence has been designed to build knowledge and skill from here through operations on whole numbers, fractions, decimals, percent, measurement, basic geometry, statistics and introductory algebra. Problem solving is included for immediate application as skill in computation is developed. (For related documents, see AC 012 922-925.) (Author/NF)

ED 068 808 AC 012 929

DeCrow, Roger, Ed.
Adult Reading Development. An Information Awareness Service.

National Reading Center Foundation, Washington, D.C.

Note—11p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Literacy, *Functional Reading, Illiterate Adults, Periodicals, Reading Ability, Reading Skills, *Reading Tests, *Surveys, Technical Reports

A digest of findings from a national survey by Louis Harris and Associates of adult reading skills

comprises this edition of Adult Reading Development, a publication of the National Reading Center. The study measured the ability of adults to respond to practical real-life situations such as reading direct-ad instructions in a telephone directory and reading classified advertisements in newspapers. Results indicate that 4% of the population over 16 suffers serious deficiencies in functional reading ability; another 11% failed on more than 10% of the test items. One percent of the sample was totally illiterate. The young (16 year olds) and the old (over 50) scored significantly lower than other age groups. A positive correlation appeared between income and reading ability; the scores of these with incomes under \$5,000 were lower than those with higher incomes. Educational level appears to be the factor most closely related to test scores. Scores were higher in the Midwest and West and lowest in the East; cities and rural areas contain the largest number of people with reading problems. Blacks did more poorly than whites on the test because of lower educational backgrounds. (RS)

ED 068 809 AC 012 930

Cogan, Thomas J., Ed.
Basic Information Sources: Business and Industry.

National Reading Center Foundation, Washington, D.C.

Pub Date 72
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, *Adult Reading Programs, Annotated Bibliographies, *Bulletins, *Business, Business Responsibility, Disadvantaged Groups, *Industry, Newsletters

Ways in which the National Reading Center can help business, industry, and occupational training agencies expand and develop reading programs for disadvantaged adults are explored in this publication. An annotated bibliography provides basic information sources such as periodicals, instructional materials, and other information services. Company profiles of Polaroid, General Electric, and Chrysler discuss educational offerings by these companies. The educational philosophy of each company is stated, and major educational services are enumerated, including adult basic education, English as a second language, and community cooperation. The name of the person to contact for adult education in each company is also given. (RS)

ED 068 810 AC 012 931

DeCrow, Roger, Ed.
Adult Reading Abilities: Definitions and Measurements.

National Reading Center Foundation, Washington, D.C.

Pub Date 15 Jul 72
 Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Literacy, Adult Reading Programs, Bulletins, Functional Reading, *Literacy, Publications, Reading, *Reading Ability, Reading Habits, Reading Skills, *Reading Tests, *Tests

The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior. (RS)

ED 068 811 AC 012 932

DeCrow, Roger, Ed.
Writing Abilities of American Young Adults.

National Reading Center Foundation, Washington, D.C.

Pub Date 11 Apr 72
 Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Writing, Publications, Test Results, *Tests, *Writing, *Writing Skills, Young Adults

Identifiers—*National Assessment of Educational Progress

This brief digest of the results of the National Assessment of Writing compares the writing abilities of a sample of 17 year olds, in school and

out, with an adult sample aged 26 to 35. In writing for social communication, 57% of the adults and 75% of the 17 year olds wrote descriptions that were judged acceptable. When asked to describe an auto accident, 38% of the adults wrote an acceptable account and 52% were unacceptable; 53% of the 17 year olds' accounts were acceptable and 46% unacceptable. On 3 exercises assessing ability to write in a business situation, adults scored an average of 50.5% acceptable responses, while the 17 year olds scored an average of 61.2% acceptable. 44% of the adults were not able to fill out a standard application form acceptably. (RS)

ED 068 812 AC 012 933

DeCrow, Roger, Ed.

National Right to Read Partners.

National Reading Center Foundation, Washington, D.C.

Pub Date Jul 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, *Adult Reading Programs, Bibliographies, *Illiterate Adults, Newsletters, Publications, Reading, *Reading Skills, Resource Guides

In these publications of the National Reading Center, several organizations which aid illiterate adults in learning reading skills are described. The purpose, clients, activities, and programs are discussed for the National Association for Public Continuing and Adult Education (NAPCAE), American Library Association - Adult Service Division, Adult Education Association of the U.S.A., and the National Affiliation for Literacy Advance. Each organization lists its publications and additional materials, as well as providing an address to contact for further information. (RS)

ED 068 813 AC 012 934

Survival Literacy Study.

Harris (Louis) and Associates, Inc., New York, N.Y.

Spons Agency—National Reading Council, Washington, D.C.

Pub Date Sep 70

Note—38p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Literacy, Functional Illiteracy, *Functional Reading, Illiterate Adults, *Reading Ability, Reading Skills, *Reading Tests, Statistical Data, *Surveys, Tables (Data), Technical Reports

This study by Louis Harris and Associates was designed to determine the percentage of Americans lacking the functional or practical reading skills necessary to survive in this country. A test on reading and filling out application forms indicated that from 4.3 million to 18.5 million Americans are functionally illiterate. The average range of functional illiteracy for rural dwellers was 4-16%; the percentage of city residents with functional illiteracy was 4-13%. Fewer persons residing in small towns and cities had difficulty reading forms and suburban residents filled out the forms most easily. The South had the highest range of functional illiteracy (4-15%), and people in the West tended to have fewer reading deficiencies than those in other areas. Practical literacy appears to decrease in direct proportion to income in the United States. The age group from 16 to 24 proved the most literate and the oldest (50 and over) were the most deficient in reading ability. Women had fewer deficiencies than men. The literacy range of immigrants to the United States was 7-16% compared to a range of 3-13% for the native-born. Reading ability increased in direct proportion to years of education. (RS)

ED 068 814 24 AC 012 936

Kinkaid, J. Peter And Others

Use of the Automated Readability Index for Evaluating Peer-Prepared Material for Use in Adult Reading Education.

Georgia Southern Coll., Statesboro.

Spons Agency—Committee of The Permanent Charity Fund, Inc., Boston, Mass.

Bureau No—BR-1-D-054

Pub Date Sep 72

Grant—OEG-4-71-0069

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, *Computer Programs, Instructional Materials, *Negro Dialects, Negroes, Reading Habits, Reading Materials, *Reading Material Selection, Remedial Reading, Statistical Data, Tables (Data), *Tape Recordings, Technical Reports

Identifiers—Automated Readability Index

Stories relating to life experiences were tape-recorded in an informal setting using natural language patterns and familiar topics in this study of peer-prepared reading materials for black adults. Three of the stories were written at different levels of difficulty according to the Automated Readability Index (ARI). The stories were presented to a predominately black high school remedial reading class where the 2 "easier" versions were more readily comprehended than was the more difficult version. Five of the tape-recorded stories were compiled in a booklet "Big Red and Other Adult Stories." The book was given to 2 groups for evaluation: graduate students in reading and a predominately black group of trainees for a federal project. Both groups rated the stories of high interest value for black adults; authentic, and suitable for use as instructional material. (Author/RS)

ED 068 815 AC 012 937

Lord, Roger W.

A Study of County Government Officials and Community Leaders Opinions on Public Information on County Government in Cattaraugus County, New York.

Missouri Univ., Columbia. Extension Education Dept.

Pub Date Apr 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Bibliographies, *Community Leaders, Education, Extension Education, *Local Government, Problem Solving, Professional Personnel, *Public Officials, Questionnaires, Research Proposals, Statistical Data, Tables (Data)

How officials and community leaders in Cattaraugus County see and understand the county government and its functions is discussed in this paper. The purpose of the study is to determine the opinions of officials and leaders on the need for more information on county government and major issues, on Cooperative Extension being involved in public affairs educational program efforts, and for Cooperative Extension to develop a comprehensive continuing education program in public affairs. A model of the public problem solving process is presented, with emphasis on the lack of knowledge of the processes of local government by the citizenry. Results of a questionnaire and survey are presented; charts are used to illustrate responses. Using conclusions based on the results of the study, a public affairs program on county government is proposed. A selected bibliography and sample questionnaire are included. (RS)

ED 068 816 AC 012 938

Mowrer, John L.

A Survey of Educational Programs for Provisionally Licensed Nursing Home Administrators.

Missouri Univ., Columbia. Extension Education Dept.

Pub Date Jul 72

Note—68p.; Requirement for a Research Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Certification, Conferences, *Health Occupations Education, *Health Personnel, Health Services, *Nursing Homes, *Professional Continuing Education, Professional Personnel, State Licensing Boards, Surveys, Tables (Data), Technical Reports

Continuing education for health service professionals operating nursing homes is the subject of this report. Reasons for the growth and development of nursing homes are discussed, and licensure is defined. Methodologies and techniques employed in Missouri and other states are identified, after a background report on the Missouri Nursing Home Program. Tables indicate nursing home conferences in Missouri, the participation of colleges in organization and management training programs, locations of conferences and colleges, the location of nursing homes in relation to educational facilities, and sources of faculty. The appendices include conference programs, sample letters to administrators, and sample questionnaires. (RS)

ED 068 817 AC 012 939

Carpenter, Reigh W.

A Superintendent Looks at Continuing Education.

Pub Date 15 May 68

Note—14p.; Address to the Annual Meeting of New York Association of Public School Adult Educators

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education Programs, Adult Educators, *Adults, Adult Vocational Education, *Community Programs, Evening Classes, Job Training, Public School Adult Education, Recreational Programs, *Speeches, *State Aid

The status of Adult Education programs is discussed in this speech by the Superintendent of Schools in Amsterdam, New York. A state-wide curriculum is proposed which includes evening high school, vocational-occupational programs, civic programs, job retraining, and recreational programs. The need for involving the community in continuing education is stressed, and categorical state aid is urged. (RS)

ED 068 818 AC 012 940

Bostdorff, Richard S.

Employee Selection Criteria for Training Programs.

Missouri Univ., Columbia. Extension Education Dept.

Pub Date May 72

Note—62p.; In Fulfillment of Requirements for a Master's Problem

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, Employees, Industry, Leadership Qualities, Leadership Training, *Management, *Management Education, Manpower Utilization, Masters Theses, Questionnaires, Statistical Data, Tables (Data), *Test Results, *Tests

Identifiers—Tiffin Lawshe Adaptability Test

The identification of persons qualified for management positions in supermarkets is the subject of this report based on a master's problem. The overall objective of the study was to develop criteria that would indicate an employee's abilities in leadership, communications, mathematics, and judgment. The development of management training was based on 2 hypotheses: (1) There is a positive correlation between attaining the position of manager and that person's attaining leadership in high school and college activities or sports; and (2) Present managers will score 80% or higher on the Tiffin Lawshe Adaptability Test. Results indicate that the Tiffin Lawshe test can be used by the supermarket industry in selection of persons for training programs; a questionnaire gave an adequate indication of leadership ability; education did influence the test scores; and the test and questionnaire did not take personality, attitudes and goals into consideration. However, the Extension Division of the University could coordinate industry training programs, and one can use scientific principles to arrive at sound, useful, and pertinent information. (RS)

ED 068 819 AC 012 942

Grabowski, Stanley M., Ed.

Paulo Freire: A Revolutionary Dilemma for the Adult Educator.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Nov 72

Note—142p.; Occasional Papers no. 32

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N. Y. 13210 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Education, Annotated Bibliographies, Literacy, *Literacy Education, Publications

Identifiers—*Freire (Paulo)

A sampling of opinions about the philosophy of Paulo Freire as it relates to adult education comprises this publication. All of the contributors are engaged in the field of adult education. The contributors discuss their sentiments regarding Freire's theory of a "liberating" education, using literacy training to give unreachable people in the world some freedom. A quotational bibliography at the end of the publication gives a comprehensive selection of the body of literature by and about Freire. (Author/RS)

ED 068 820 AC 012 943

Johnson, Eugene I.

Needed: A New Coalition for Public Affairs Education (A Review of the Literature).

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Oct 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Citizen Participation, Community Organizations, *Educational Radio, *Educational Television, Literature Reviews, *Public Affairs Education, Publications, Social Change, Social Development

A recent survey reveals frustration with our inability to institute social change. Public affairs education has not been effectively linked to the energies of those willing to study and take action, such as students. Barriers to such a linkage include institutional rigidities; autonomy and jealousy; limited financing; differing concepts of public affairs education; and lack of appropriate mechanisms for pooling resources, exchanging information, and inter-institutional projects at the State, local, and national levels. A national coalition of broadcasting stations and public affairs agencies and organizations is needed to effect change in public affairs education. (Author/RS)

ED 068 821 08 AC 012 947

Crotty, Philip T., Jr.

Professional Education For Experienced Managers: A Comparison of the MBA and Executive Development Programs.

Northeastern Univ., Boston, Mass. Bureau of Business and Economic Research.

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Comparative Analysis, Education, Effective Teaching, *Management Education, *Professional Education, Program Evaluation, Teaching Methods, Universities

An analytical and comparative study of Northeastern University's MBA and Management Development (MDP) programs, as representative of university MBA and MDP programs generally, is given. Perceived effects on participants of their attendance and completion of either MBA or MDP in terms of their needs and objectives are measured. Results of two programs in relation to teaching effectiveness and teaching methodology are analyzed. Strengths and weaknesses of Northeastern University's MBA and MDP as seen by participants are assessed. Implications for both industry and universities postulate that Northeastern's experience has wider application to other university programs. (Author/NF)

ED 068 822 08 AC 012 948

The Congressional Fellowship Program: A Study and Analysis.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—CSC-Pam-T-3

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Federal Government, Federal Programs, *Government Employees, *Management Development, *Political Science, Public Administration Education, *Questionnaires

A comprehensive overview of purpose and content of the Program (an opportunity for Federal executives to learn first-hand about United States Congress in operation through work assignments with members of Congress and staffs of Congressional committees) and a report of reactions of participants to the Program is presented. Information for analysis was obtained from files of American Political Science Association, Civil Service Commission, post-Program evaluations prepared by Fellows, and from responses to survey questionnaire. The questionnaire was divided into two sections. The first requested personal information about age, education, Federal employment, and post-Fellowship career changes, and supplied statistical data for analysis. The second elicited personal opinions of Fellows about Program and its effects. Suggested answers were listed. It was generally concluded that the Program is achieving its purposes for most Fellows. (Author/NF)

ED 068 823 08 AC 012 949

Heidbreder, Elizabeth M.

Cancelled Careers: The Impact of Reduction-in-Force Policies on Middle-Aged Federal Employees. A Report to the Special Committee on Aging, United States Senate.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date May 72

Note—42p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (GPO 77-092, \$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, Employee Attitudes, *Federal Government, *Government Role, Job Layoff, Middle Aged, Older Adults, *Personnel Policy, *Retirement

A study, requested by Senate Special Committee on Aging, to investigate reports that middle-aged Federal employees were currently being forced out of Government and to determine the need for immediate reassessment of personnel policies, particularly early retirement policies, is presented. Availability of statistical data on retirements and separations varied among Government agencies. The Civil Service Commission was source of most statistical data. Information was also obtained from employee union representatives, individual employees and published reports. Unit Headings are: The Federal Government Cuts Jobs; Early Retirement - Voluntary or Involuntary?; The Post Office Reorganizes; Reductions in Force and Older Employees; Training of Older Employees; Conclusions and Recommendations. (Author/NF)

ED 068 824 08 AC 012 950

Supplement to Agency Training Centers for Government Employees and Off-Campus Study Centers for Government Employees.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date Aug 72

Note—53p.; Pamphlet T-5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Course Content, Course Objectives, *Courses, Educational Facilities, Educational Programs, *Government Employees, *Program Descriptions, Publications

Additions and deletions to Agency Training Centers for Government Employees, FY1972, and Off-Campus Study for Government Employees, July 1971, are contained in this supplement. Centers are listed by courses offered, to whom it is available, cooperating university, and other general information. (RS)

ED 068 825 08 AC 012 951

Kulich, Jindra, Comp.

World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972 (Supplement, October, 1972).

British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date Oct 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Comparative Education, Continuing Education Centers, *Directories, *Educational Facilities, Research, *Surveys

A list, with descriptions, of all late responses received after May 30, 1972 deadline - to the survey conducted for the main Directory is given. Only institutions/organizations reporting activities and/or research in comparative adult education (or at least studies of adult education abroad), or those reporting to have a library or documentation center, were included. In editing reports on activities carried out or in process or planning stages, areas of work, interest and activities, with titles of studies and projects, were listed rather than full bibliographical data, which is outside the scope of the directory. (Author/NF)

ED 068 826 08 AC 012 953

Correspondence Courses Offered by Participating Colleges and Universities (PC&U) through the United States Armed Forces Institute.

Department of Defense, Washington, D.C.

Report No.—USAFI-1322.2-C2

Pub Date 1 Jul 72

Note—343p.; Effective 1 July 1972 through 30 June 1973

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Correspondence Courses, *Correspondence Schools, Course Content, *Directories, *Military Personnel, Universities

A compilation of schedules of colleges and universities offering correspondence instruction to military personnel through USAFI, is presented. Responsibility for the content of courses rests with the particular college or university offering them. Course numbers, course titles, number of lessons, credit, and enrollment fees

listed are effective from date of publication through 30 June 1973. Unit Headings are: General Information on Eligibility and Enrollment; Index to Participating Colleges and Universities; Index to University Correspondence Courses; Lists of Correspondence Courses. (Author/NF)

ED 068 827 08 AC 012 954

NewGate. New Hope Through Education.

National Council on Crime and Delinquency, Paramus, N. J. Newgate Resource Center.

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correctional Education, Correctional Rehabilitation, *Counseling Services, *Crime, Higher Education, *Rehabilitation Programs

A review of the operation of and prognosis for a program of higher education and counseling, in and out of the institution and additional follow-up support services in post-release period, for inmates of a maximum-security prison is given. (NF)

ED 068 828 08 AC 012 955

Rauch, David B., Ed.

Priorities in Adult Education.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date 72

Note—241p.

Available from—The MacMillan Company, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, *Adults, Books, Committees, Conferences, *Educational Needs, Educational Opportunities, Professional Personnel, Publications, Public Relations, *Resource Guides, Seminars, Volunteers

Eight professionals discuss the need for well planned educational opportunities for adults in this publication of the Adult Education Association. Practical suggestions are offered for planning and carrying out educational projects by volunteers and professionals. The articles deal with such aspects of adult education as individual needs and the needs of the community, the functioning of boards and committees, adult education projects in small group settings, planning seminars and conferences for large groups, and the public relations factor. Guidelines, checklists, and formats are included in each article, as are bibliographies. (RS)

ED 068 829 08 AC 012 956

Cream, Bertram W.

Evaluation of a Trainer for Sensor Operators on Gunship II Aircraft.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-72-27

Pub Date Sep 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equipment Evaluation, *Evaluation, *Flight Training, *Simulators, Trainers

This report describes the design, development, and evaluation of a training device intended to enable ground-based practice of equipment operation and target-tracking skills that are required by the Forward-Looking Infrared (FLIR) and Low Light Level TV (LLLTV) sensor operators assigned to Gunship II aircraft. This trainer makes use of a relatively unique approach to tracking training by using video tape which is electronically manipulated so as to allow tracking in both simulated wide and narrow-angle fields of view similar to actual equipment. (The complete description of the video equipment is provided in AFHRL-TR-72-41.) In addition, the trainer incorporates both actual and mockup instruments that enable the trainee to practice equipment operation procedures and malfunction isolation and correction. The evaluation of the training effectiveness of this device showed that sensor operators who received practice on this device reached the desired skill levels for both equipment preflight and target tracking sooner than those who had not received such training. As a result of the demonstrated value of this device, the using organization has incorporated it into their formal training curriculum. (Author/NF)

ED 068 830 08 AC 012 959

Adult Education Associations and Organizations.

National Advisory Council on Adult Education,
Washington, D. C.

Pub Date Nov 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Programs,
Agencies, Conferences, *Directories, *Volunta-
ry Agencies, Volunteers

Identifiers—Coalition of Adult Education Or-
ganizations

A representative spectrum of voluntary or-
ganizations in the field of adult education is con-
tained in this directory. Criteria for an organiza-
tion's listing were (1) attendance at the adult
education Galaxy Conference in 1969, (2) mem-
bership in the Coalition of Adult Education Or-
ganizations, (3) the existence of adult and con-
tinuing education as a real and primary concern,
and (4) inclusion in various directories of as-
sociations available in educational libraries. The
organizations are listed alphabetically, and each
entry includes organizational intent, services,
publications, and contact information. (RS)

ED 068 831

AC 012 960

Fatunde, S. S.

Adult Education for Social Development (Women
Programme in the Western State of Nigeria).

Federal Ministry of Education, Lagos (Nigeria).

Pub Date 72

Note—18p.; Paper presented at International
Conference on Adult Education (3rd, Tokyo,
Japan, July 25 - August 7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Education
Programs, Community Development, Consumer
Education, Females, *Homemaking Education,
Home Management, Prevocational Education,
*Program Descriptions, Publications, Teacher
Education, *Womens Education, Young Adults

A brief background and history of the Women
Programme in Nigeria are given, followed by a
statement of the objectives of the program. The
operation of the program and staff training are
described. Women Circle Centres where courses
in Community Development and Home Improve-
ment are given are listed, as are Women Special
Centres for pre-vocational training for young
women. Other women's group activities are
discussed. (RS)

ED 068 832

AC 012 968

McKee, John M.

Hardware and Software for Adult Basic Education
in Corrections.

Pub Date 14 May 72

Note—15p.; Paper presented at Regional Seminar
on Adult Basic Education in Corrections,
Pomona, California, May 14, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education
Programs, Adult Educators, Adult Vocational
Education, Audiovisual Aids, Audiovisual Instruction, Behavioral Objectives,
*Computer Assisted Instruction, *Correctional
Education, Corrective Institutions, Individualized
Instruction, *Instructional Materials, Job
Skills, Performance Contracts, Programed In-
struction, Publications, Reading Programs,
Research Proposals

Establishing behavioral objectives for an adult
basic education (ABE) program helps to accom-
plish individual assessment of a learner's abilities
and deficiencies. The heart of an individually
prescribed instructional system is the use of in-
struction materials or software. Many pro-
grammed instructional materials are available,
and it is the responsibility of the administrator of
adult educational programs to keep abreast of
current materials. Hardware such as visual aids,
tape recorders, and tachistopes may be used ex-
tensively for adult basic education, especially in
reading programs. The integration of hardware
and software into an ABE system, and the rela-
tions of materials and equipment and their con-
sequences, call for contingency management
techniques. The use of contingency or per-
formance contracts is widely used in ABE. ABE
instructors need to teach work and vocational
programs as well as basic educational skills, es-
pecially in prisons. (RS)

ED 068 833

AC 012 970

Niemi, John A.

The Meaning of Lifelong Learning.

Pub Date 12 Oct 72

Note—12p.; Paper presented at the annual con-
ference of the Northwest Adult Education As-
sociation (Missoula, Montana, Oct. 12, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Educators,
*Behavior Change, *Concept Teaching, *Con-
tinuous Learning, Data Collection, Interdisci-
plinary Approach, Learning Activities, Legisla-
tion, Media Selection, *Problem Solving, Skill
Development, Social Factors, Universities

A concept of "learning" generally accepted
today is that of a lasting change of behavior as a
result of experience. The experience itself in-
volves such things as the gathering of information
and the acquiring of intellectual and social skills
whereby to put this information to work for what-
ever purpose the learner has in mind. The con-
cept of lifelong learning generally embraces both
learning by chance and learning by design, and it
has three dimensions—perpendicular, horizontal,
and depth. The perpendicular includes formal
learning throughout the life-span, from nursery
school through post-doctoral work. The horizon-
tal envisages breaking through the artificial bar-
riers surrounding a field of study to unite with
other fields in a cross-disciplinary pattern. The
third dimension, depth, transcends all formal ap-
proaches to reach almost a metaphysical. One
problem affecting lifelong learning is the threat of
compulsion created through legislation and social
pressure, aiming to transform lifelong learning
into lifelong schooling. Instead of participating in
learning, the individual may find himself under-
going compulsory adult education which would un-
dermine the humanistic element. Another
problem is the tendency to treat the concept of
lifelong learning as a kind of popular cliché or
slogan to be used to promote adult education of-
ferings. A strategy proposed to foster lifelong
learning is to work through existing schools and
universities to diffuse the concept as widely as
possible to educators and students alike. Adult
educators need to learn to use the media con-
sistently and efficiently and help adults acquire
the skills needed to embark on their own styles of
lifelong learning. (Author/CK)

ED 068 834

AC 012 972

Jenkins, W. O. Sanford, W. Lee
A Manual for the Use of the Environmental
Deprivation Scale (EDS) in Corrections: The
Prediction of Criminal Behavior.

Rehabilitation Research Foundation, Elmore, Ala.
Spons Agency—Manpower Administration
(DOL), Washington, D.C.

Report No.—RRF-901-10-72

Pub Date Oct 72

Note—90p.

Available from—Rehabilitation Research Founda-
tion, P.O. Box 1107, Elmore, Ala. 36025 (no
price quoted)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research,
*Behavior Patterns, Behavior Rating Scales,
*Correctional Rehabilitation, Criminology, Em-
ployment, *Environmental Influences, Interper-
sonal Relationship, *Manuals, Predictive Mea-
surement, *Rating Scales, Recidivism,
Response Mode

Identifiers—EDS, *Environmental Deprivation
Scale

The possibility of behavior having important
consequences is the focus of this manual with the
objective of predicting criminal behavior through
the use of an Environmental Deprivation Scale
(EDS). The principal analytical method for analy-
sis of the environment is the systematic observa-
tion of behavior and the manipulation of environ-
mental variables to modify related criterion mea-
sures, the primary one being frequency of
responding. The behavioral scientist is left with
two options: (1) Point to problems in analysis
and conclude that certain classes of behavior are
not amenable to analysis; and (2) Devise alterna-
tive techniques and strategies which provide the
scientist with the data necessary for experimental
analysis. The EDS operates upon the latter ap-
proach, systematically probing the area of
criminal behavior by obtaining correlative mea-
sures which are highly predictive of both criminal
behavior and recidivism. The EDS pinpoints the
employment area as crucial in adjustment, fol-
lowed closely by interpersonal relationships. In
addition, the scales point to other areas where
specific intervention strategies should be initiated.
In sum, the EDS is based on the working assump-

tion that a man's behavior reflects the way
"things are going for him" in his environment at
the moment. The EDS measures the effect of en-
vironment on a man's behavior by dividing his
environment into three broad areas of input: oc-
cupational activities, institutional activities, and
interpersonal relationships. The 16 items within
these areas provide a checklist for measuring the
support he receives for his behavior. Five appen-
dices are included. (Author/CK)

ED 068 835

AC 012 983

An Expansion in Program Strategy To Assist
Rural Families Faced with Limiting Conditions:
Evaluation of a Team Project in Vermont.

Vermont State Vocational Rehabilitation Div.,
Montpelier; Vermont Univ., Burlington. Extension
Service.

Spons Agency—Department of Health, Educa-
tion, and Welfare, Washington, D.C.

Pub Date 72

Note—47p.; Rural and Farm Family Rehabilita-
tion Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Services, Economically
Disadvantaged, Family Life, Farm Occupations,
Financial Needs, Interagency Coordination,
*Low Income Groups, *Models, *Program
Evaluation, Projects, *Rural Extension, *Rural
Family, Teamwork

Identifiers—Vermont

The purpose of this project was to design and
test a model by which two agencies might work
together as a means of each agency more effec-
tively serving rural families in disadvantaged
situations. This publication presents an evaluation
not of client behavior in detail as such, but of the
model as an educational process with particular
attention to the utilization of aides and coun-
selors in working with low-income families on the
basis of their overall physical, financial, farm and
home situation. (For related document, see AC
012 984.) (Author/CK)

ED 068 836

AC 012 984

Bolstering Up Rural Families in Vermont: Short
Version of an Evaluation of a Team Pilot Pro-
ject.

Vermont State Vocational Rehabilitation Div.,
Montpelier; Vermont Univ., Burlington. Extension
Service.

Spons Agency—Department of Health, Educa-
tion, and Welfare, Washington, D.C.

Pub Date 72

Note—14p.; Rural and Farm Family Rehabilita-
tion Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Services, Economically
Disadvantaged, Economic Progress, Environ-
mental Criteria, Farm Occupations, Health Ser-
vices, Home Visits, *Pilot Projects, Problem
Solving, *Program Evaluation, *Rural Extension,
*Rural Family, Social Change, State Pro-
grams, Supervision, *Teamwork, Vocational
Rehabilitation

Identifiers—Vermont

A five-sided program for helping rural families
in Vermont is summarized. Help is being given to
agriculture, the home, the young people, the un-
derprivileged, and the community itself. The
overall aim is a balanced environment. It is
pointed out that change characterizes rural Ver-
mont and that a need for a balanced environment
is slowly being recognized. The program operates
as follows: (1) An aide visits a family, gets a pic-
ture of the situation; (2) The aide initiates
preliminary assistance with the family; (3) Aide
and counselor together clarify family health situa-
tion; (4) The farm aide works with the family on
farm and home problems that have come to the
surface; and (5) Followup is continued with the
family. Three basic guidelines have regulated the
enrollment and acceptance of cases: (1) The
family must have a net annual income of less
than \$2000; (2) It must have relation to agricul-
ture; (3) A member of the family must have an
identified health problem. Results were two broad
areas of project action and accomplishment: (1)
the public type of assistance in which there was
work with agencies and officials relevant to the
development of policies and program related to
the concerns of disadvantaged families; (2) the
major work of the project which consisted of
assistance provided and accomplishments of the
individual families. It is concluded that the three
factors contributing to the success of the project
were: (1) the Extension-Vocational Rehabilitation

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team approach, (2) the high commitment and quality of staff in serving rural families, and (3) the practical supervision. (For related document, see AC 012 983.) (Author/CK)

ED 068 837 AC 012 985

Lewinski, Austin J.
Continuing Education for Adult Learners in Empire State College.

Pub Date May 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Education Programs, *Adult Learning, *Adult Students, *Colleges, Educational Objectives, Educational Programs, Educational Technology, Instructional Materials, Middle Aged, Older Adults, Publications, Research Proposals, Small Group Instruction, Tutoring, Young Adults

Identifiers—Empire State College

Empire State College is envisioned as an institution capable of providing new approaches for adult students. The establishment of an adult learning center as a bridge for older students who wish to re-enter Empire State College is discussed. Empire State should maintain an orientation toward material that is educationally relevant to the adult student. The use of tutorial and small group discussion techniques is encouraged. Returning students should be acquainted with new educational technologies in order to formulate their own objectives. (RS)

ED 068 838 AC 012 986

Tugbiyele, E. A.

The Role of Universities in Workers' Education.

Federal Ministry of Information, Lagos (Nigeria).

Pub Date 72

Note—8p.; Paper presented at the 3rd international conference on Adult Education (Tokyo, Japan, 7 Aug 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Educators, Change Agents, *College Role, Cultural Enrichment, Economic Factors, Educational Facilities, Educational Finance, Government Role, Knowledge Level, *Labor Education, Leadership Responsibility, Nationalism, *Skill Development, Social Factors, Speeches, Textbooks, *Training Objectives, *Universities

Identifiers—*Africa

A speech on the main purpose of the university, particularly with respect to its relation to the working class, is presented. It is pointed out that this purpose should be to serve the community in the true sense of the word. In Africa, today, there is a race between education and economic and social catastrophe. The training function of universities with particular reference to updating and upgrading skills and knowledge of the entire national work force at all levels is important. Problems to be solved by the university include: (1) increasing production in all economic sectors; (2) establishing good trade union organizations; (3) cultivating a sense of nationalism; (4) cultivating a greater sense of respect for traditions and culture; (5) producing "free" citizens who know and can judge for themselves about political and economic systems and issues; and (6) effecting social change without a breakdown. An important function of the university is that of training the trainers. In addition, in many African countries, books and publications which are geared to local conditions, and more importantly, to labor education and industrial relations in Africa are in very short supply. It is therefore part of the responsibilities of African universities to develop suitable primers, textbooks and other literature at various levels of education. Possible barriers that might make it difficult or impossible for the universities to perform their role in workers' education are listed. These include inadequate financial support, poor physical facilities, and undue government interference. (Author/CK)

ED 068 839 AC 012 987

Act To Promote Adult Education.

Pub Date 13 Jan 70

Note—15p.; Translated from German

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Adult Education, College Faculty, *Educational Legislation, *Financial Support, Government Employees, Grants, Land Grant Universities, Objectives, Part Time Jobs

An act of the German Lower Saxony Parliament to promote adult education is presented. It has 24 general provisions relating to the following: purpose of adult education, principle for promotion, conditions for promotions of establishments, independence of adult education, prerequisites and form of acknowledgement of entitlement to promotion, withdrawal of acknowledgement, claim to promotion, funding of staff expenses, transfer into the civil service of the land, general financial aid, voluntary grants, object of promotion, auditing by the Supreme Land Audit Office, Land Committee for Adult Education, duties of the land committee, temporary dismissal of permanent civil servants, part-time jobs, transfer of administrative duties, addition to the Lower Saxony Act for permanent civil servants, amendment to the Land Remuneration Act, publication of ordinances, transitional provisions, and entering into force. (Several pages may be illegible.) (CK)

ED 068 840 08 AC 012 989

Shull, Fremont A., Jr. And Others

Educational and Other Needs of Disadvantaged Adults in a Model Cities Neighborhood of Savannah, Georgia. Final Report.

Georgia Univ., Athens. Inst. of Community and Area Development.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-D-046

Pub Date Sep 72

Grant—OEG-4-71-0073

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Surveys, Culturally Disadvantaged, *Disadvantaged Groups, Educationally Disadvantaged, *Educational Needs, *Educational Objectives, Information Dissemination, *Projects, Research Projects, *Surveys

Results of information derived from 120 household interviews in Model Cities Neighborhood of Savannah, Georgia in November and December, 1971 are presented. The primary purpose of the project was to provide data to the Neighborhood Continuing Education Program in Savannah as concerns "felt" needs and attitudes of residents it endeavors to serve. Data derived is intended to provide direction to and evaluation of projected educational and training programs. An attempt was made to investigate social, economic, political, and educational variables relative to levels of aspiration and achievement, obstacles to achievement, level of satisfaction, and consequences of achievement level. Family composition and characteristics, resident views on neighborhood needs, and resident evaluation of neighborhood and community were investigated. Text and appendices provide analysis and implications of survey data. (Author/NF)

ED 068 841 AC 012 991

Ryan, Leo V.

The Roman Catholic Church and the Adult Education Movement: Historical Perspectives, Current Initiatives, and Future Projects.

United States Catholic Conference, Washington, D.C.

Pub Date 27 Sep 72

Note—53p.; Background Paper Number Three

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Education Programs, Catholic Educators, Catholics, *Church Programs, Church Role, Publications, *Religious Cultural Groups, Religious Education, Religious Organizations

Identifiers—Roman Catholic Church

Part of a larger study entitled "The Church's Expanding Role in Adult Education," this paper is concerned with the Roman Catholic Church's efforts in the adult education movement. Divided into 3 parts, this background study begins with an historical review of the church's and church-related institutions' contributions to the adult education movement in the United States. The central section of the paper identifies and analyzes current efforts of the church in adult education. Initiatives at the papal, national, and diocesan level are discussed. Part III contains a comment on the current trend toward the use of Directors of Religious Education at the parish level and its implications for adult education. (Author/RS)

ED 068 842

Jacobs, William, Ed.

Reaching the Forgotten Adult.

United States Catholic Conference, Washington, D.C.

Pub Date May 71

Note—115p.; Proceedings of the Bergamo Adult Education Conference, May 9-14, 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Adult Education Programs, *Conference Reports, Educational Finance, Educational Programs, Religious Cultural Groups, *Religious Education, Speeches, Workshops

Identifiers—Bergamo Adult Education Conference

The proceedings of the Bergamo Conference called by the Division for Adult Education of the United States Catholic Conference are contained in this report. Included in this report are papers presented at the conference and summaries of workshops; agendas and rosters are contained in the appendices. Some of the papers are presented entirely and others are abridged. Among the papers presented are "Where Are We Going in Adult Education?", "Fiscal Responsibility," "Media-Impact," "Leadership and Responsibility," "Adult Religious Education," and "Total Educational Mission of the Church." (RS)

ED 068 843 AC 012 993

Interagency Training Catalog of Courses, 1972-1973.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No—CSC-Pam-T-9

Pub Date Jul 72

Note—310p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0600-0643, \$1.50)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Catalogs, City Government, *Educational Programs, Federal Government, *Federal Programs, Government Employees, Guides, Professional Continuing Education, *Program Descriptions, State Government

Training programs offered by various Federal agencies for Federal, State and local government employees are compiled in this catalog. Designed primarily for employees in the Washington, D.C. area, the catalog is divided into Open Interagency courses and Limited Interagency courses. Interagency courses are listed by major category such as Automatic Data Processing or Labor Relations. Each course is described, and information is given about who may attend and how to make nominations. Limited Interagency training courses are listed by agency. The catalog also contains an alphabetical listing of courses which can be used for upward mobility programs for lower level employees. (RS)

ED 068 844 AC 012 996

Guide to Personnel Assistance for State and Local Governments, Institutions of Higher Education.

Civil Service Commission, Washington, D.C. Bureau of Intergovernmental Personnel Programs.

Report No—BIPP-152-9

Pub Date Jun 72

Note—68p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-468-479, \$7.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Financial Support, *Guides, *Higher Education, *Local Government, *Personnel Management, *State Government

This guide is intended to aid the personnel administrator and other managers. It is the first comprehensive compilation and description of the various types of personnel aid available to States, local governments and institutions of higher education. It describes the basic forms of assistance available from Federal sources, lists the various programs concerned with personnel training and improvements, and suggests ways of using this assistance to improve the personnel management and training capabilities of the governmental units which are responsible for the delivery of services. (Author/CK)

ED 068 845 AC 012 997

The Consumer Looks at His Automobile Insurance.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Consumer Education, *Curriculum Guides, *High School Curriculum, High Schools, High School Students, Insurance Companies, *Insurance Programs, Program Descriptions, Teaching Guides, Young Adults

This publication on the hows and whys of automobile insurance is designed as a module for one of a series of consumer education courses in New York high schools. The course is planned to help students understand how the insurance system works, the costs involved, proposed legislation, and changes in automobile design. After completing the course the student should understand the automobile insurance program and be able to select insurance based on informed opinion. This course guide offers suggested pupil and teacher activities based on understandings to be gained. Charts of existing and proposed insurance systems are included, as are bibliographies of books, pamphlets, and periodicals. (RS)

ED 068 846

AC 014 009

Dodge, Calvert R., Ed.

Training Youth Workers in the Field of Juvenile Delinquency.

Spons Agency—Department of Justice, Washington, D.C.

Pub Date Jan 70

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, Correctional Rehabilitation, *Delinquency, *Generation Gap, Interpersonal Relationship, Job Training, Minority Groups, *Social Change, *Training Techniques, *Youth Programs

This report focuses on the issue of preparation and training for those who work with delinquent youth. It is the intent of the editor to demonstrate that the issues involved in youth worker training are both significant to him and relate to the core of modern social development. It is pointed out that, in today's world, we are witnessing a dissolution of traditional family structure, a continuing movement toward fragmented urban life with its mode of interpersonal alienation, and the ongoing disenfranchisement of minority group populations. These factors are, among other things, creating and widening what is most commonly called the "Generation Gap." It should be apparent, therefore, that those issues which are most appropriate to the training of youth workers, who deal with adjudicated delinquents, have much broader implications for the areas which involve society's relationship and focus on all youth. (Author/CK)

ED 068 847

AC 014 010

The Interagency Auditor Training Center Bulletin for Fiscal Year 1973.

Department of Commerce, Washington, D. C. Interagency Auditor Training Center.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accountants, *Bulletins, Courses, Educational Facilities, Educational Finance, *Government Employees, *Interagency Coordination, Local Government, State Government, *Training

Information on the Interagency Auditor Training Center is presented. Background includes data on establishing the center, organization, funding, training facilities, and State and local government auditors' participation. General course information includes who may attend, list of courses offered, tuition costs, prerequisites, and additional information. Six appendices are included. (CK)

ED 068 848

AC 014 011

Dodge, Calvert R.

Communicating with Youth: The Adolescent Offender and His Counselor.

Note—134p.; Research Report

Available from—Librarian, Colorado Youth Workers Training Center, P.O. Box 286, 3650 W. Princeton Circle, Fort Logan, Colorado 80115 (no price quoted)

Document Not Available from EDRS.

Descriptors—Adolescents, Communication (Thought Transfer), *Correctional Rehabilitation, *Counseling Services, Data Analysis, Data Collection, *Delinquency, Environmental Influences, Interaction Process Analysis, *Inter-

personal Relationship, Literature Reviews, Reading Comprehension, Recidivism, Research Methodology, Tests, *Youth Programs

This study was undertaken to accomplish the following: (1) to begin to define interaction patterns of delinquent youths and their counselors in the rehabilitative camp environment; (2) to discover if interaction patterns in the camp environment differ from patterns of interaction in larger institutions; and (3) to investigate the assumption that these interaction patterns are associated with recidivism rates of youths paroled from Colorado's two youth camps. The chapters in this report correspond with the original chronological development of the study. Chapter I is the Introduction. Chapter II consists of a review of the relevant literature specifically as it pertains to juvenile delinquents and juvenile delinquency. Chapter III describes the methods developed and used in this study. This investigation is considered to be descriptive and required the reconstruction of a test with regard to vocabulary commensurate with the educational reading and comprehension levels of the subjects studied. Chapter IV presents and interprets the data collected. Chapter V summarizes the preceding material and discusses some implications of the study. (Author/CK)

ED 068 849

AC 014 013

Angel, Juvenal L.

Matching Armed Forces Training to Civilian Jobs.

Pub Date 71

Note—536p.

Available from—Simon and Schuster, Inc., Technical and Reference Book Division, 1 West 39th Street, New York, N.Y. 10018 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Armed Forces, Information Dissemination, *Job Training, Personnel Data, *Reference Books, *Transfer of Training, *Veterans

This book is designed to serve as a complete and useful source of reference to employers, personnel directors, interviewers, job analysts, industrial relations directors and placement managers in State employment offices. The information in the book is presented in handy form to assist the veteran in his search for employment. Subjects included cover: Matching Army Training to Civilian Jobs; Matching Navy Training to Civilian Jobs; Matching Air Force Training to Civilian Jobs; Matching Marine Corps Training to Civilian Jobs; and Matching Coast Guard Training to Civilian Jobs. These chapters will serve as background information for the veteran and for the employer when he is considering a veteran for employment in his organization. (Author/CK)

CG

ED 068 850

CG 007 340

Planning for Creative Change in Mental Health Services: A Distillation of Principles on Research Utilization...Volumes 1 and 2.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 72

Note—555p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Annotated Bibliographies, Bibliographies, Change Agents, *Community Services, Human Services, Information Networks, *Information Sources, Innovation, *Mental Health, *Mental Health Programs, Operations Research, Research

This is a series of publications on mental health services research and development. The purpose of the series is to offer assistance to persons working toward continually increased effectiveness of delivering mental health contributions to people in need. Reflected in all publications in the series is a three-phase process of services improvement through planning for creative change. "Information Sources and How to Use Them" consists of two parts: (1) search services and (2) indexes to the periodical literature. "A Distillation of Principles on Research Utilization" (Volume 1) consists of four major sections: (1) the problem of research utilization, (2) some factors which condition innovation, (3) ways of improving the linkage, and (4) facilitating organizational change. The second volume, "Bibliography

with Annotations" may be used as an aid in supplementing the material contained in Volume 1. The bibliography is intended to foster continued investigations in refined techniques of change through knowledge utilization. (Author/BW)

ED 068 851

CG 007 452

Morgan, Sherry Ward Mausner, Bernard

Behavioral and Fantasied Indicators of Avoidance of Success in Men and Women.

Pub Date Apr 72

Note—10p.; Paper presented at the Eastern Psychological Association meeting, April 27-29, 1972, Boston, Massachusetts

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Achievement Need, Adolescents, *Aspiration, Females, High School Students, Males, *Performance Factors, *Sex Differences, *Success Factors

High School students with scores in the upper and lower quartiles of the first half of the Hidden Figures Test took the second half of the test in pairs in which one member was drawn from the highest, the other from the lowest quartile. For 14 pairs the "high" member was female; in 14 pairs the "high" member was male. In the social situation "high" males lowered their levels of performance only slightly whereas there was a highly significant tendency for girls to depress their performance. In half the dyads in which the girl was from the "high" quartile she actually performed more poorly than the "low" boy. Such a reversal occurred in only one of the fourteen pairs with an initially "high" male. Presence or absence of behavioral avoidance of success was not paralleled in fantasy, as shown in protocols on Horner's projective test. A higher proportion of boys than girls told stories in which success led to unhappy consequences. The results are attributed to current mores among adolescents of both sexes. (Author)

ED 068 852

CG 007 550

Stapp, James L. Whittlesey, R. R.

Practical Group Counseling for Parents: An Application for the Public Schools.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Goals, Educational Counseling, *Elementary School Counseling, Family Counseling, *Group Guidance, Guidance, *Guidance Programs, *Parent Counseling, *Parent School Relationship, Pupil Personnel Workers

In order to provide a direct service to parents and to mobilize a cooperative effort between school and home, a series of group counseling sessions were planned. The project was designed to permit flexibility in group composition, goals attempted, discussion contents, meeting times, and physical arrangements. The initial lack of formal direction stimulated various staff members to promote parent groups with programs divergent in nature. The following groups were started from this frame of reference and have been carried through to termination: (1) a group of junior and senior high school students, teachers, and school personnel; (2) a group for parents of elementary children whose problems were primarily academic but with a wide variety of severity; and (3) a series of discussion groups sponsored in cooperation with the local mental health center. It is hoped that a more formal research policy used in conjunction with periodic follow-up and review will provide sounder direction. (Author/BW)

ED 068 853

CG 007 552

Tobias, Sigmund Hedl, John J., Jr.

Test Anxiety: Situationally Specific or General?

Florida State Univ., Tallahassee. Computer-

Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—CAI-TM-49

Pub Date Jun 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavioral Science Research, *College Students, Evaluation, Measurement, *Psychological Patterns, Psychological Testing, Response Mode, *Response Style (Tests), Student Testing, *Testing Problems, Test Wiseness

This paper reports two experiments whose purpose was to relate two bodies of research on anxiety: test and trait-state anxiety. It was reasoned

that state anxiety measures obtained in an evaluation testing condition should be more similar to test anxiety than state anxiety measures obtained in non-evaluative situations, such as a game in Study I or an instructional setting in Study II. The subjects consisted of sixty students drawn from an undergraduate educational psychology course. The results of both studies failed to confirm the hypothesis. Test anxiety was less sensitive to fluctuations of evaluative stress than state anxiety, and more closely related to general trait anxiety. The authors discussed a number of implications of these results which appeared to be of interest to anxiety theory in general. Both studies indicated that test anxiety is more nearly a trait measure than a state measure. (Author)

ED 068 854 CG 007 553

Whittlesey, Richard E.

Transactional Analysis: A Theoretical Position as an Aid in Parent Counseling.

Pub Date 67

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Effectiveness, *Counseling Theories, *Counselor Attitudes, *Counselor Performance, Educational Counseling, Helping Relationship, *Parent Counseling, *School Psychologists

Identifiers—Transactional Analysis

Transactional Analysis as it can be applied to the needs of the school counselor and school psychologist is discussed. An overview of the major tenets of transactional analysis is presented, followed by a descriptive diagnosis of operating ego states. Game playing on the parts of parents and psychologists is discussed and the author concludes with a summary of appropriate counselor responses. It is emphasized that the purpose in proposing the Transactional Analysis model has been to aid the psychologist in organizing counseling data and in generating desirable counseling responses. In addition, it is believed that the school psychologist should find the model useful for inservice training programs designed to increase the proficiency of teachers and consultants in analyzing problems in parent counseling and parent conferences. While the theory is not proposed as an all inclusive answer, or the only available model, it is advanced as a very helpful tool. (Author/BW)

ED 068 855 CG 007 554

Winkworth, John M. And Others

Intervention Programs Designed to Improve Communication Between Parents and Students.

Nebraska Univ., Lincoln.

Pub Date 72

Note—23p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Communication (Thought Transfer), Letters (Correspondence), Parent Attitudes, Parent Participation, Parent Reaction, *Parents, *Parent Student Relationship, *Student Personnel Services

Three communication programs were designed to improve the communication styles and the nature of interactions between parents and their sons or daughters attending college. The programs focused generally on: (1) telling parents what college life is like and about some of the major concerns and worries of students, and (2) presenting parents with different models of interacting with students. Two major communication programs consisted primarily of a series of mailings to parents and third involved direct personal contact with parents during a summer orientation. The results showed that in general, parental reactions were quite positive. Also, the series of mailed treatments appeared to have little or no impact on parental communication styles. In conclusion, it appeared that for the type of parents who participated in this program, a mailed treatment involving written material was not powerful enough to have an impact upon parental attitudes or communication styles. (Author)

ED 068 856 CG 007 555

Wish, Peter A. Hasazi, Joseph E.

Motivational Determinants of Curricular Choice in College Males.

Framingham Public Schools, Mass.; Vermont Univ., Burlington.

Pub Date 72

Note—16p.; Portions of this paper were presented at the annual meeting of the Eastern Psychological Association, Boston, Mass., 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Achievement Need, Aspiration, *Career Choice, *College Students, Failure Factors, Goal Orientation, Males, *Motivation, Performance Factors, Student Motivation, Student Needs, *Success Factors

The relationship of achievement-related motivational variables and subjective probability of success to curricular choice in college males was studied. When the fear of failure was greater than the need for achievement, Ss chose majors with either a low or high probability of success, regardless of how probability of success was judged. When need for achievement was the greater of the motives, results depended on how probability of success was determined. Subjects chose majors with a low or high probability of success when the self was used as the standard of judgment, but chose majors with an intermediate probability of success when others were used as the standard. Results were discussed in terms of Atkinson's model of risk-taking, and the significance of the method of determining probability of success was stressed. (Author)

ED 068 857 CG 007 558

Bibliography on Smoking and Health.

Public Health Service (DHEW), Rockville, Md. National Clearinghouse for Smoking and Health.

Pub Date 71

Note—344p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Bibliographic Coupling, *Bibliographies, Booklists, Disease Control, Disease Rate, Diseases, Health, *Health Education, Indexing, Information Retrieval, *Literature Reviews, *Smoking, *Tobacco

This Bibliography includes all of the items added to the Technical Information Center of the National Clearinghouse for Smoking and Health from January through December 1971. The publication is broken down into eleven major categories. These are: (1) chemistry, pharmacology and toxicology; (2) mortality and morbidity; (3) neoplastic diseases; (4) non-neoplastic respiratory diseases; (5) cardiovascular diseases; (6) other diseases and conditions; (7) behavioral and educational research; (8) tobacco economics; (9) bills and legislation; and (10) general references. Also included in this bibliography are a cumulative author and organizational index and a cumulative subject index. (BW)

ED 068 858 CG 007 559

Drug Abuse Education: A Selected Bibliography of Books, Pamphlets, Recordings, Transparencies, Slides for School Libraries.

New York State Education Dept., Albany.

Pub Date Feb 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcohol Education, *Bibliographies, *Booklists, Catalogs, *Drug Abuse, Drug Addiction, *Drug Education, *Health Education, Lysergic Acid Diethylamide, Marihuana, Medical Treatment, Narcotics

This is a selected bibliography of materials to accompany a circulating preview collection. Included are materials in a variety of formats on both professional and student levels. The collection is composed of acceptable materials submitted by the publishers. The bibliography is arranged in sections to give both an overview and sources in specific subject areas as follows: (1) Mental Health-Personality Developments; (2) General Physical Health; (3) Drug Abuse Education-Sources of General Information; (4) Alcohol and Barbiturates; (5) Cigarettes, Glue, and Other Inhalants; (6) Hallucinogens-LSD; (7) Hallucinogens-Marihuana, Heroin and Opiates; (8) Stimulants; (9) Drug Addiction-Treatment and Rehabilitation; (10) Drugs and the Law; and (11) 16 mm Film Selection Aids. (Author/BW)

ED 068 859 CG 007 561

The Health Consequences of Smoking: A Report of the Surgeon General: 1972.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 72

Note—151p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1723-0051, \$0.70)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Allergy, Cardiovascular System, Diseases, *Health, Health Education, *Physical Health, Pollution, Pregnancy, *Public Health, *Smoking, Special Health Problems, *Tobacco

Six times since 1964, the Public Health Service has issued formal reviews of the scientific evidence which links cigarette smoking to disease and premature death. Each successive review, including this one, has seemed to confirm and strengthen the conclusion of the 1964 Report, that cigarettes are a major cause of death and disease. In the first three chapters of this report, the relationships between cigarette smoking and cancer, cardiovascular disease, and non-neoplastic bronchopulmonary disease are reviewed and evidence is presented which helps develop our understanding of the mechanisms which are involved in these relationships. In the final three chapters, information is presented on public exposure to air pollution from tobacco, on the relationship between tobacco and allergy, and on the harmful constituents which are found in cigarette smoke. The chapter which discusses the harmful constituents of smoke is a useful statement of our current knowledge in this field. (Author)

ED 068 860 CG 007 565

An Assessment of Federal Program Management Strategies in the National Drug Education Training Program (Section I and II): Observations of the Multiplier Process in Seven States (Section III). Final Report.

Shelly (E.F.) and Co., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—423p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Drug Abuse, Drug Addiction, *Drug Education, *Federal Programs, *Health Education, Information Seeking, *Management Systems, Narcotics, Problem Solving, *Social Problems

The U. S. Office of Education's National Drug Education Training Program, which began as a limited and terminal one-year effort is assessed. The basic purpose related structure of the information collection and analysis process made it possible to provide information that had multiple uses in management of the program. The fundamental question at which assessment was aimed was: Were the program management strategies employed in the 1970-71 National Drug Education Training Program valid as ways to initiate a coordinated national attack on a critical social problem? Evidence collected in this assessment suggests that the program was not only a success in terms of original expectations of impact, but also in terms of original assumptions of how to bring people together to deal effectively with social problems. A detailed description of forms design, field testing, information collection, and analysis as well as information related to management support provided, is included in Section II of this report. (Author/BW)

ED 068 861 CG 007 566

Anderson, David A. Jones, Bernerdene

Management of Paraprofessionals: Delivery of Professional Human Services.

Pub Date Apr 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Relations, Family School Relationship, *Human Relations, *Non-professional Personnel, *Paraprofessional School Personnel, *Parent Child Relationship, School Aides, *School Community Relationship, Student School Relationship, Teaching Assistants

Identifiers—New York, SPAN Rochester

The intention of this paper was to propose certain principles and strategies for the "professional" use of paraprofessionals in education. It was stated that uncredentialed persons on school district payrolls are given few genuine opportunities to interact professionally with children, parents, and helping agencies, thus creating a waste of resources and a form of discrimination. These conclusions are supported and alternatives are offered by the reporting of observations gleaned from participation in programs utilizing paraprofessionals. The primary source referred to

was School Parent Advisors to the Neighborhood (SPAN), a project based in Rochester, New York, that employs 33 adults as home-school-community relations workers. SPAN is a consistent, visible bridge between school and neighborhood. The 33 SPAN workers work with staffs of public and parochial, elementary, pre-kindergarten and secondary schools. They work toward a number of goals, most importantly at motivating and involving parents in dealing with the educational needs of their children. (Author/BW)

ED 068 862 CG 007 567

Behrle, Frederick J.

Problem Solving Behavior of Teenagers: An Indicator for Classroom Management.

Pub Date Apr 72

Note—18p.; Paper presented at the convention of the American Orthopsychiatric Association, April 5-8, 1972, Detroit, Michigan

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Behavior, Behavioral Science Research, *Class Management, *Classroom Environment, Conduct, *Decision Making, *Discipline Problems, Educational Problems, Educational Research, *Misbehavior, Problem Sets, Problem Solving, Productive Thinking, Rating Scales

Youth were found to be responsive to a survey when asked for solutions to provocatively disruptive situations. The general purpose of this study was to determine whether these expressed solutions have some useful application to the problems of disruption. Description was measured through a situational survey and a self-description form filled out by the student along with a teacher rating of the student's behavior. The situational survey consisted of seven specific situations which were provocatively disruptive in nature, followed by a general question about annoying situations. The solutions to the survey were rated according to clinically oriented criteria of disruption. The results were generally minimal as far as any consistent or outstanding patterns of disruption. Signs of disruption in various solutions were not evident in the teacher's or student's self-index of disruption. It was concluded that the survey was valuable as a probe, leading to pertinent questions. (Author/BW)

ED 068 863 CG 007 568

Berry, Gordon L. Vivell, Susan

A Study of Educationally Disadvantaged Veterans Enrolled in a College Preparatory Program.

California Univ., Los Angeles. Graduate School of Education

Pub Date Jun 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, College Preparation, College Programs, *College Students, Disadvantaged Groups, *Educational Disadvantage, Military Personnel, Post High School Guidance, *Student Personnel Services, *Veterans, *Veterans Education

The following goals were pursued in this study: (1) to assess selected personal and social adjustment characteristics found among a group of educationally disadvantaged veterans; (2) to identify their perceived personal problems; (3) to assess selected aspects of the life-style characteristics of these veterans; (4) to determine the degree to which they desired or felt open to counseling; and (5) to provide an opportunity to improve counseling and curricular programs. Subjects were a class of 100 veterans who entered a special program at a major university in 1971. Two standardized test instruments and a locally developed instrument were administered. The results are presented on several different dimensions. These results indicated that the veterans in this study could be considered different from the typical returning serviceman, but not free from the need for meaningful supportive services. In addition the stereotype of the returning Vietnam veteran as an alienated, anti-social individual generally did not apply to this educationally oriented group. (Author/BW)

ED 068 864 CG 007 569

Boyd, E. Victor

Problem Solving Project, Phases I and II.

New York State Education Dept., Albany. Bureau of Guidance.

Pub Date 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Skills, Counseling, *Counseling Goals, Educational Counseling, *Group Counseling, Guidance Counseling, Leaders Guides, *Leadership Training, Problem Solving, Program Descriptions, Schools, *Self Actualization, Self Concept, Student Leadership, Systems Analysis, Trainers

A project designed to put into practice elements of new and tested concepts in the behavioral sciences is described. It contains elements of humanistic education, systems analysis, group counseling and group guidance, and principles known to improve communication between people and to lead to a better understanding of self. The suggestions within this booklet have been tried in schools in the state of New York in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. The Problem Solving Project, Phase II, is a booklet designed to outline a basic program for the leaders or facilitators of the small groups which serve as instructional tools. A self-learning program for trainers and selection procedures for student leaders and trainers are included. (Author/BW)

ED 068 865 CG 007 571

Campbell, Robert Ash, Elizabeth

Attrition: A Study in a Community Mental Health Center and the Problems Involved.

Washington Univ., Seattle. Bureau of Testing.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Community Health Services, *Field Studies, *Mental Health Clinics, Mental Health Programs, Public Health, Research Methodology, Research Needs, *Research Problems, Research Projects, *Student Research

This report evaluates the success of a student project at a community mental health center both in terms of the reasons for client attrition and in terms of the difficulties of doing field research. The administration of the project was conducted by a class of 17 undergraduate psychology students. The subjects qualifying as dropouts were people who had made initial contact with the center, i.e., had been processed through intake, but had failed to keep subsequent appointments. In general, it was concluded that the project was disorganized. The student workers looked for direction from the mental health center staff, only to be confused by different sets of answers. It was suggested that in the future student researchers be organized in a three-week workshop on interviewing techniques. The response to counselors was generally found to be positive. A number of specific suggestions from clients were also presented. (Pages 11 and 12 may be illegible.) (Author/BW)

ED 068 866 CG 007 573

Cross, William C.

New Directions in Planning for a World of Work.

New Mexico State Univ., Las Cruces.

Pub Date Apr 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, *Career Planning, Careers, *Conference Reports, *Conferences, Occupational Guidance, Organizations (Groups), Vocational Development, Vocational Education

This career education conference was for school counselors, vocational education workers, public school teachers, school administrators, and others interested in advancing career possibilities for students in schools in New Mexico. Recognized authorities in career education were invited to be participants and to share with conference enrollees the current professional thought regarding Career Education. This report of the conference proceedings contains the major addresses by the participants. Among them were: (1) Overview of APGA Activities in Career Education and Guidance by Patrick McDonough, (2) Exemplary Programs for Career Development in Secondary Schools by Norman Gysbers, and (3) A Developmental Approach to Career Development by Don Dinkmeyer. In addition, a number of summary conclusions are presented such as the suggestion that the conference should serve as a model to be emulated of how state departments and universities can beneficially work together in educational tasks. (Author/BW)

ED 068 867 CG 007 574

Csoka, Louis S. Fiedler, Fred E.

A Contingency Model Approach to Leadership Training.

Pub Date Apr 72

Note—16p.; Paper presented at the annual Western Psychological Association Convention, 26-29 April, 1972, Portland, Oregon

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Leadership, *Leadership Qualities, *Leadership Styles, *Leadership Training, Military Training, Supervisory Training, Training, Training Objectives, *Training Techniques

Two studies were specifically designed to test the effect which leadership training and experience would have on the performance of relationship-motivated and task-motivated leaders. In the first study it was predicted that task-relevant training and experience would make the situation more favorable in the task-structure dimension. Subjects were 55 section chiefs in charge of gun crews in a field artillery group. The results completely supported the Contingency Model which holds that training improves the favorableness of the leadership situation. The second study was conducted to validate the findings of the first study. The subjects were 58 navy petty officers who supervised various maintenance shops of two naval aviation squadrons. The results again supported the Contingency Model and were highly similar to those obtained in the first study. These two studies help to explain the reason for the poor research results on leadership training and organizational effectiveness, since they support the Contingency Model's reconceptualization of leadership training and experience. (Several pages may be light.) (Author/BW)

ED 068 868 CG 007 575

Ellis, Frederick E.

The Dichotomy Between the Actual and the Perceived Role of the Elementary Guidance Counselor in the State of Massachusetts.

Pub Date Mar 72

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counseling Effectiveness, *Counselor Attitudes, Counselor Functions, Counselor Performance, *Counselor Role, *Elementary School Counseling, *Elementary School Counselors, *Elementary School Guidance, Elementary Schools, Guidance Identifiers—Massachusetts

The views of the role of the elementary school counselor was studied in the state of Massachusetts. Three hundred and forty-three elementary school counselors, guidance directors, elementary school principals, superintendents and counselor educators were randomly selected to take part in the survey. Responses to a 3-part questionnaire were analyzed and compared by means of several statistical techniques. A number of results are presented. The investigation supported the hypothesis that there is a dichotomy between the perceived and actual roles of the elementary counselor as seen by counselors, administrators and counselor educators. The study revealed that all groups presently stress the remedial functions of the counselor although they recognize developmental guidance as an ideal goal. It was also emphasized that unless elementary counselors become actively involved in defining their role and making that definition known to others, elementary counseling will continue to be of decreasing importance. (Several pages may be light.) (Author/BW)

ED 068 869 CG 007 577

Fulton, Barbara J.

Counselor Impact on Career Education in the Elementary School.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Career Opportunities, *Career Planning, Counseling Programs, Elementary School Counseling, Elementary School Counselors, Elementary School Guidance, *Elementary Schools, *Guidance Programs, Occupational Guidance, Vocational Development

This paper is concerned with the counselor's impact on career education in the elementary school. It stresses the importance of career education in contemporary society. Career development is enhanced by career education, which in this paper means organizing the basic subjects, K-

20 Document Resumes

12, around the theme of career opportunities and requirements in the world of work. Some goals of career education include: (1) making education relevant to the individual; (2) assuring the opportunity for the individual to gain marketable skills; (3) increasing options upon departure from public education, and (4) utilizing community resources. Elementary school counselors must involve themselves in career education through career awareness, including a knowledge of the self and of the work world. Elementary children are in the process of defining and formulating vocational values and choices. Career education and guidance is necessary to aid them in skills, interests, and attitudes. (Author/WS)

ED 068 870 CG 007 578

Gilman, Merritt Gortlich, Elizabeth
Group Counseling with Delinquent Youth.
Rehabilitation Services Administration (DHEW),
Washington, D.C.

Pub Date 68

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, *Delinquency, *Delinquent Rehabilitation, *Group Counseling, Group Dynamics, Group Guidance, Groups, Intergroup Relations, Leadership, Leadership Responsibility, Youth, Youth Problems, *Youth Programs

This publication deals with group counseling as a technique for dealing with delinquent youth. In a counseling session, youngsters discuss their experiences, feelings, and ideas under the guidance of a leader. Group counseling is recognized as an effective means of reaching hard-to-reach youth. It is hoped that through sharing, former attitudes may be altered or replaced by ones that are more acceptable to society. The publication stresses careful planning prior to the incorporation of group counseling. The booklet contains discussions of various aspects of the leader's role including: What does the leader represent to the group? What are his responsibilities to the members? What are the leader's goals for the group? How does he steer the members toward these goals? Group Counseling calls for an investment and dedication in time and effort on the parts of those involved. (WS/Author)

ED 068 871 CG 007 582

Kelly, Eugene W., Jr.
Increasing Communication Skills in a Traditional
Master's Degree Counseling Programs.

Pub Date Sep 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Counseling, Counseling Effectiveness, Counselor Performance, *Counselor Training, *Training

The purpose of this study was to evaluate the results of introducing parts of the systematic communication training described by Carkhuff into one course of a traditional Master's degree program in counseling. Fifteen graduate students received approximately 15 1/2 hours of training and practice in facilitative communication skills. Thirty-nine undergraduate students made up two control groups. Counseling students in the training group made significant increases in both written and videotaped responses. Students in the control groups made no gains. Changes in dogmatism scores and the relationship between dogmatism and level of communication were also examined. Significant changes in dogmatism scores or meaningful patterns of communication were not found. The study offers suggestions for designing a modest but potentially effective program for increasing counselor trainees' communication skills. (Author/WS)

ED 068 872 CG 007 585

Masi, Wendy Segal
Antecedents and Correlates of Locus of Control in
High School Students.

Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Family Influence, Family Relationship, Females, High School Students, Individual Differences, Males, *Parent Attitudes, *Parent Child Relationship, *Parent Influence, Parent Based Relationship, *Sex Differences

This study dealt with the perceived parental attitudes of affection, physical contact, consistency, trust, security and perceived parental locus of

control orientation as possible determinants of locus of control orientation in high school seniors. A second phase was concerned with the relationship of perceived parental locus of control orientation and of subject locus of control orientation to the variables of achievement and extracurricular activities. The results indicated that female internals perceive their parents as being more nurturant than do female externals. For males no relationships between locus of control orientation and parental attitudes were found. In the second phase male internality was found to be associated with higher grade point average and scores on achievement tests and female internality was associated with higher achievement scores. For both males and females parental internality was associated with some of the achievement measures. No relationships were found between locus of control scores and extracurricular activities. (Author)

ED 068 873 CG 007 587

McLean, Beverly And Others
The "Transfer Center": A New Residence Concept.

Florida State Univ., Tallahassee.

Pub Date Mar 72

Note—17p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Adjustment Problems, *College Students, Dormitories, Educational Mobility, Program Descriptions, Social Adjustment, *Student Adjustment, Student Mobility, *Student Personnel Services, Transfer Policy, *Transfer Programs, Transfers, *Transfer Students

A residential concept which developed when administrators and students sought to determine a residential program which would contribute to fulfillment of an institutional goal—that of better accommodating in the largest sense of the word the junior college transfer is discussed. The participants in the program represented people who entered the program at various points and are thus able to contribute several significant vantage points. A review is presented of the historical development of the public community college system in Florida. This discussion explains how the need developed to serve transfer students at Florida State University. The numerous facets of the transfer program that was set up at this university are described in some detail. A future program in the process of being formulated is an evaluation program to measure satisfaction with the institution, participation level and involvement and other adjustment measures such as grade point average. (BW/Author)

ED 068 874 CG 007 588

Meyer, Marilyn And Others
A Training Method to Teach Paraprofessionals
Peer Counseling.

Pub Date 27 Mar 72

Note—27p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Freshmen, *College Students, Counseling, *Counseling Goals, Counselor Qualifications, Educational Counseling, *Group Counseling, *Nonprofessional Personnel, *Peer Groups, Peer Relationship, Training, *Underachievers

The training methods used to develop peer counselors to colead counseling groups and provide both remedial and preventive counseling to academically able freshmen who have never performed at a level in keeping with their potential are described. Freshman subjects were selected on a voluntary basis from those who scored in the top quartile in the American College Testing Program, but failed to reach a 2.00 grade point average. The differentiating treatment between the experimental and control groups consisted of a peer-led counseling group experience. The "effect" of the group experience on academic behavior was measured by comparing grade point averages of the experimental and control groups. In addition, follow-up data is to be collected for three consecutive semesters. The major body of this report is a verbatim transcript of some of the group sessions. (Author/BW)

ED 068 875 CG 007 589

Montemayor, Raymond
Children's Performance on and Attraction to an
Activity as a Function of Masculine, Feminine
or Neutral Labels on Sex-Role Preference.

Pub Date 71

Note—23p.

Available from—Raymond Montemayor, Dept. of Psychology, Michigan State University, East Lansing, Michigan 48823

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Childhood Attitudes, Childrens Games, Elementary School Students, Research, Sex (Characteristics), *Sex Differences, *Sex Discrimination, *Sexuality, Social Attitudes

Children six to eight years old each played a game which was labeled either sex-appropriate, sex-neutral, or sex-inappropriate. Measures of performance and attractiveness of the game were obtained. For both boys and girls, performance was highest when the game was labeled sex-appropriate, intermediate when no sex label was given, and lowest when the game was labeled sex-inappropriate. For attractiveness, the appropriate and neutral label conditions were similar and both were higher than the inappropriate condition. The IT Scale for children was used to test the hypothesis that children who were high sex-appropriate would be more influenced by the labels than children who were high sex-inappropriate. This hypothesis was not confirmed but there is some reason to doubt the ability of the IT Scale to distinguish preference, either within a sex or between sexes. (Author/WS)

ED 068 876 CG 007 590

Nihira, Kazuo And Others
Adolescents in Crisis: Children's Perception of
Parental Behavior.

Pub Date Apr 72

Note—14p.; Paper presented at the Western Psychological Association Convention, April 26-29, 1972, Portland, Oregon

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Clinics, *Crisis Therapy, *Emotional Maladjustment, Hospitals, *Parent Attitudes, Parent Child Relationship, *Parents

Parents' behavior as perceived by an adolescent population admitted to the adolescent crisis Ward at USC Medical Center is analyzed. The sample consisted of 86 patients who were admitted to the adolescent crisis ward during 1969 and 1970. The population could be divided according to four distinct crisis groups: (1) the suicidal group; (2) the aggressive group; (3) the psychotic group; and (4) the drug-induced psychotic group. Questionnaires were given out and data was analyzed in reference to various questions. It was found that the parents of the patients in the Adolescent Crisis Ward are perceived as significantly more punitive than parents of a control group of normal low socioeconomic children. It was also found that the perception of parental behavior by psychiatrically disturbed adolescents in a crisis ward can be described in terms of three dimensions: the nurturing parent, the punishing parent, and the bipolar parent. Finally it was found that the four crisis groups are not significantly different with respect to their perception of parental behavior. (WS)

ED 068 877 CG 007 591

Reid, John B. Hendriks, A. F. C. J.

A Preliminary Analysis of the Effectiveness of
Direct Home Intervention of Treatment of
Predelinquent Boys Who Steal. Volume 12
Number 8.

Oregon Research Inst., Eugene.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anti Social Behavior, Crime, Criminals, Delinquency, Delinquency Causes, *Delinquency Prevention, Delinquent Behavior, Delinquent Identification, *Delinquent Rehabilitation, Delinquents, Males, Program Descriptions, *Socialization, *Socially Deviant Behavior, *Stealing, Violence

Between 1961 and 1971 a systematic series of investigations aimed at developing social-learning-based home intervention procedures for the treatment of hyper-aggressive children was carried out. As a result of this series of studies, a set of social learning techniques were developed, articu-

lated, and cross-validated. The data from these experiments indicated that highly aggressive, pre-adolescent boys could be treated effectively in their homes by training their parents to use social learning child management procedures at an average cost of 25 to 28 professional hours per family. This paper; (1) describes some differences observed among stealers, non-stealers, and a control sample; (2) compares parents of these stealers, non stealers, and controls; and (3) describes the initial impressions of a new treatment sample of children whose primary referral problem was stealing rather than social aggression. (Author)

ED 068 878 CG 007 593
School Health Guide. Second Edition.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 71

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Health, Health Activities, Health Activities Handbooks, Health Books, *Health Education, Health Facilities, *Health Guides, Health Needs, *Health Programs, *Health Services, Public Health, Pupil Personnel Services, *School Health Services, Schools

This guide was designed to serve as a framework for developing a health program in relation to the needs of an individual school's pupils and available community resources. The roles and responsibilities of the various personnel involved in the health program are delineated to provide guidelines for the development of cooperative and coordinated programs to effectively meet the health needs of the school population. The school health program that is suggested is divided into three general phases: (1) health services; (2) healthful school environment; and (3) health education. A number of factors are described, both inside and outside the school, which may determine the success of a health program. These include: (1) the contribution of health related organizations, religious groups, service and social groups and professional organizations; and (2) the attitudes of a variety of health care personnel. (Author/BW)

ED 068 879 CG 007 595
Sweeney, Arthur B.

Projective Measures of Intrafamilial Attitudes as a Function of Value Judgments about Higher Education.

Pub Date Apr 72

Note—18p.; Paper presented at the Southwestern Psychological Association Meeting, April 20-22, 1972, Oklahoma City, Oklahoma

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Attitude Tests, *College Students, Educational Attitudes, *Evaluation, *Family Background, *Professors, *Student Attitudes, Student College Relationship, Student Evaluation, Student Reaction, Values

The academic community is very concerned at this time to develop measures of professor adequacy against which to validate students' evaluations. Sweeney and Weston (1970) found ten independent dimensions which explain attitudes and expectancies of their professors. These became the basis for the Learning Encounter Measure (LEM). Many of these dimensions suggested underlying intrafamilial attitudes. The studies reported related scores on LEM with interpersonal attitudes from the Chromatic Differential Test (CDT). 188 college students involved in a tutoring program took the LEM and CDT as part of their in-service training program. The intercorrelations found on these two scales indicated very strong relationships between intrafamilial attitudes and preferred professor behavior. The results indicated that needs for structured simplicity were related to rejection of self and negative association with mother. The needs for professor control was related most to negative feelings to father and some negative attitudes toward mother and self. (Author/BW)

ED 068 880 CG 007 597
Williams, Frederick And Others

Project Care Phase II: A Case Study in the Evaluation of Communication and Learning Materials.

Texas Univ., Austin. Center for Communication Research.

Pub Date Apr 72

Note—55p.; Paper presented at the International Communication Association Meeting April 19-22, 1972, Atlanta, Georgia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Planning, Careers, Communication (Thought Transfer), Grade 5, Grade 7, Grade 9, Information Dissemination, Learning, *Learning Activities, *Occupational Guidance, Simulation, Vocational Counseling, *Vocational Development, *Vocational Education

Phase II was a field evaluation of a communication and learning system package of films, simulation games, discussion questions, and posters designed to promote career awareness in junior high school children. It was proposed that this evaluation serves as a prototype for the assessment of the effects of learning systems on the affective and cognitive domains of the target audiences. In the experimental testing design, 1460 children in selected fifth, seventh, and ninth grade classes in three Texas cities of varying sizes underwent training with the use of the system. Experimental and control classes were tested before and after the former classes were exposed to the materials. Results indicated that the materials had a significant effect upon increases in knowledge about different careers, knowledge on where to get training for those careers, and upon increased positive attitudes about job importance and job favorability. These effects had generality across pupil grade levels, and teachers' attitudes about the materials. (Author)

ED 068 881 CG 007 603

Aikens, Grace And Others

Becoming an Adult. Home and Family Education: 6763.05.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date 71

Note—48p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Adolescents, Child Development, Course Descriptions, *Curriculum Guides, *Family Life, Grade 10, Grade 11, Grade 12, Individual Development, *Maturation, Personal Growth, Senior High Schools, *Social Maturity, Teenagers, Youth

Identifiers—Dade County, Florida, *Quinmester Program

This course enables teenagers to examine their present level of achievement of the developmental goals involved in the process of maturing toward adulthood. The factors involved in achieving sexual identity, emotional independence, effective social relationships, a positive self-concept and a personal value system are assessed. The course is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision. The major goals are for the student to (1) identify the developmental goals of adolescence and (2) to investigate the many interrelated factors which affect teenagers' goal achievement and describe personal contributions that can be made which will assist in making a successful transition to young adulthood. This is followed by a listing of twelve specific behavioral outcomes. (Author/BW)

ED 068 882 CG 007 605

Berry, Margaret C. And Others

Significant Collegiate Sources of Influence. Research Monograph Number Two.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Factor Analysis, *Seniors, Statistical Analysis, Student Characteristics, *Student College Relationship, *Student Development, *Student Experience, Student Reaction, Students

This study intends to contribute understanding to the relevant antecedents of student development by ascertaining what were salient influences on collegians' lives, or at least what are their perceptions of such influences. Influence may be those specifically tied to the university experience or those influences on their lives in a more general sense. Subjects were 831 seniors who

graduated from the University of Texas in May, 1968. A questionnaire was sent to each subject, consisting of five instruments: (1) Biographical Information Form, (2) Sources of Influence Rating List, (3) Orientation Toward College, (4) College Attitude Rating Scales, and (5) Specific Sources of Influence. The major portion of the analyses consisted of computation of distribution statistics for each of the questions. A number of findings are presented under the categories of (1) characteristics of the sample, (2) sources of influence: overall trends, and (3) sources of influence peculiar to sub-groups of students. (Author/BW)

ED 068 883 CG 007 606

Boger, Robert P. Cunningham, Jo Lynn

A Longitudinal Study of the Social Development of Three- and Four-Year-Old Children in a Preschool Program.

Michigan State Univ., East Lansing.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date Sep 72

Note—36p.; Paper presented at the American Psychological Association, Honolulu, Hawaii, September 2-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Early Childhood Education, Human Development, *Preschool Children, Preschool Curriculum, *Preschool Education, Preschool Evaluation, *Preschool Programs, *Preschool Teachers, *Social Development

An extensive longitudinal research effort conducted through the Early Childhood Research Center at Michigan State University focused on understanding the forces leading to positive social and emotional development during the preschool years. Because of the rather limited base which was available from other studies for launching such an effort, major attention was devoted within the project to the development of research strategies, particularly instrumentation and analytic techniques which were thought to be appropriate to the dimensions of interest. The two major project phases plus a one-year pilot study each involved thirty-two three- and four-year-old children divided between two preschool classes, each of which was stratified with respect to three demographic variables. An extensive battery of measures was used for collection of data for this project. Differences in behavior were found and attributed to differences in the teachers' approaches in setting up activities and in initiating and guiding the children's choices of play. (Author/BW)

ED 068 884 CG 007 609

Bunton, Peter L. Weissbach, Theodore A.

Attitudes Toward Blackness of Black Pre-School Children Attending Community-Controlled or Public Schools.

Pub Date 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Attitudes, Community Schools, *Elementary School Students, Ethnic Groups, Ethnic Studies, Identification, *Minority Group Children, *Minority Groups, *Negro Attitudes, Neighborhood Schools, Preschool Children, *Racial Attitudes, Racial Recognition

An attempt was made to assess both the differences in self-concept and racial preference between children who had or had not been exposed to a community-oriented school program, and to examine the change in racial preferences and self-concepts of children before and after exposure to a community-oriented school. Two groups of subjects were used. The first group consisted of 44 black children in kindergarten and first grade attending a predominantly black public school. The second group consisted of 21 black children in kindergarten attending a community-controlled school. Both groups were asked to indicate their preferences for different race dolls. It was hypothesized that children not exposed to the community school program would prefer less frequently and identify less with dolls of their own race than children who were exposed to the program. The data supported the hypothesis. (Author/BW)

ED 068 885 CG 007 610

Cain, Leila S.

Differences in Self-Image Between Groups High and Low in Trait Anxiety.

Pub Date 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavioral Science Research, College Students, Individual Characteristics, *Individual Differences, *Minority Groups, Psychological Patterns, *Self Concept, Student Development

Two distinct anxiety factors, labeled trait anxiety and state anxiety, were identified. The trait anxiety factor was interpreted as measuring stable individual differences while the state anxiety factor defined a transitory state of the organism that varied over time. A trait-state conception of anxiety was then proposed that specified the relationship between state anxiety (A-state) and trait anxiety (A-Trait). The purpose of this study was to derive and evaluate various predictions with respect to trait anxiety. It was predicted that, in general, subjects high in A-trait would evidence more stereotyped, and hence less variable, self-images than low A-trait subjects. Two procedures for determining A-trait were utilized. The subjects were drawn from a Special Talent Development Program, a college opportunity program for minority youth. The results led to the conclusion that the state-trait distinction is a fruitful one for predicting both differences in performance and in the self-images for individuals who differ in A-trait. (Author/BW)

ED 068 886 CG 007 612

Carter, Dianne K. Pappas, James P.

A Comparison of Systematic Desensitization and "Sensitization" Treatments for Reducing Counselor Anxiety.

Pub Date Sep 72

Note—11p.; Paper presented at the American Psychological Association Convention, 2-8 September, 1972, Honolulu, Hawaii

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavioral Science Research, College Students, *Counseling Effectiveness, *Counselor Performance, Counselors, *Counselor Training, *Desensitization, Graduate Students

A comparison was made of the effects of systematic desensitization, a "sensitization" treatment (designed to increase awareness of anxiety) and no-treatment on the reduction of beginning counselors' anxiety. Forty-one counseling graduate students, assigned to one of the three conditions, served as subjects. With treatments intervening, the subjects participated in pre-post counseling interviews with a client-accomplice. Four basic types of anxiety measures were employed for a total of twelve individual measures. Subjects were treated in groups of six to nine. The pre-post experimental task was for the subjects to interpret an interest task and to counsel a client on any related personal problem. Analysis of the post anxiety measure showed no differences between the treatment groups but, in comparison to a no-treatment control group, both treatments were associated with significant anxiety reduction on four measures related to extraneous body movement and self-reported anxiety. (Author/BW)

ED 068 887 CG 007 615

Evans, Erma

World of Work in an Elementary School.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, Career Planning, *Careers, Elementary Grades, *Elementary School Curriculum, Elementary School Guidance, *Elementary School Students, Program Descriptions, *Vocational Development, Vocational Education

An approach to teaching career education to children in grades kindergarten through six is presented in this program. The elementary students do actual "hands-on" activities in various occupations such as working with blue prints, making floral arrangements and corsages, and working on actual engines and motors. Skills for a specific occupation are taught; then an effort is made to correlate these skills with conventional subject areas. An important objective of the program is to have children actually experience what it "feels" like to work in a particular occupation, to think about what kind of a person he is himself, and to think about what the person in a particular job is like. An entire school community became involved in this learning program. A section is presented in the report concerned with how such a program can be instituted in other school settings. (Author/BW)

ED 068 888

Brown, Duane And Others

The Good Group: An Investigation of the Characteristics, Attitudes, and Disposition of Its Members. Final Report.

West Virginia Univ., Morgantown. Dept. of Counseling and Guidance.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-C-075

Pub Date Sep 72

Grant—OEG-3-71-0083

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Dynamics, Group Relations, *Groups, *Sensitivity Training, Sociometric Techniques, *T Groups, *Trainers

This paper attempts to identify those characteristics of a "good group" (sensitivity group) which should be emphasized or fostered if group members are to have a group experience which is meaningful to and productive for them. The research around which this report is based is discussed under the headings of sensitivity training groups, self-disclosure, trust, cohesiveness (interpersonal attraction), ambiguity tolerance locus of control, affect, and personal style. This quest for the elements which compose a vital group leads to a cognizance of the characteristics, attitudes, and dispositions which should be emphasized or nurtured during training. The variables of trust, self-disclosure, and cohesiveness are of current concern to the proponents of the t-group method. The expression of affect variable is another essential ingredient in vital group relations. These variables, in addition to locus of control, ambiguity tolerance, and sixteen personality factors, have been chosen as targets in the inquiry. Implications that the first four variables are related to the differentiation of a good group are found throughout the body of research. Only within the "good" encounter group does one find the unselfish giving and receiving which is sought by a number of people today. (Author/WS)

ED 068 889 CG 007 658

Keach, Everett T., Jr. Pierfy, David A.

The Effects of a Simulation Game on Learning of Geographic Information at the Fifth Grade Level. Final Report.

Georgia Univ., Athens. Dept. of Social Science Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-D-060

Pub Date Sep 72

Grant—OEG-4-72-0022

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Games, *Elementary School Curriculum, *Games, Geographic Concepts, Geography, Grade 5, *Instructional Media, Learning, *Learning Activities, Learning Experience, Learning Processes, *Simulation

The research in this report was conducted to assess the cognitive impact of a simulation game designed to teach selected geographic data about wind and ocean currents to fifth graders. A two-group, post-test research design was used. A random procedure was used to assign 185 students to two treatment groups. The sample was divided by sex, ranked and paired by reading scores and randomly assigned to treatment. One group was given the simulation game while the other was given a programmed text having similar cognitive objectives. Treatments were administered followed by a posttest and a delayed posttest. On the immediate, posttest no significant differences occurred on the mean scores between the two treatment groups and between the sexes. On the delayed posttest, the game scored significantly higher than the programmed instruction group. The data produced evidence that the game group, while not learning more geographic information than the programmed group, retained more over a period of time. (Author/WS)

ED 068 890 CG 007 659

Scott, Ralph Ford, Jon A.

An Assessment of the Differences Between High and Low Achieving Students. Final Report.

Black Hawk - Buchanan County Board of Education, Waterloo, Iowa; Northern Iowa Univ., Cedar Falls.

CG 007 657

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-G-041

Pub Date Jun 72

Grant—OEG-7-71-0024(509)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, *Achievement Gains, Individual Differences, *Junior High School Students, Learning, Learning Characteristics, Learning Experience, Negro Youth, *Racial Differences, *Sex Differences

Identifiers—Iowa Test of Basic Skills, Metropolitan Readiness Test

Primarily a longitudinal and quantitative analysis of achievement functioning, this experiment sought to identify factors which promote or impair the learning of individual children. The 683 Junior High students were divided into one of eight groups according to sex, race and whether their seventh grade Iowa Test of Basic Skills Composite score was above or below that expected from their Kindergarten Metropolitan Readiness Test performance. The incidence of males and females making unexpected gains (Ups) or losses (Downs) was approximately the same, but a significantly greater proportion of black children made greater than expected achievement gains. Thirty-three Up Ss were then matched with 33 Down Ss according to sex, race, and initial MRT score, and compared along a number of achievement and school-related dimensions in order to identify factors which tend to differentiate Ups and Downs within and between sex and race. Recommendations for further research and replication were provided and methods were suggested for implementing some results into classroom teaching techniques. (Author/SK)

ED 068 891 CG 007 703

Baker, Robert L. And Others

Constructing Behavioral Objectives.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2856

Pub Date 68

Note—45p.

Available from—Litton Educational Publishing, Inc., 450 West 33rd St., New York, N.Y. 10001 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Behavior Patterns, Behavior Theories, Learning, Objectives, *Writing

This pamphlet is aimed at helping an individual to construct behavioral objectives. The first two criteria of a good behavioral objective are that the objectives be described in terms of the learner and an observable behavior or product. This publication is specifically designed to provide operational meaning to the observable behavior and to help establish generalizable relationships between the fine classes of behavior defined and the corresponding conditions under which member-behaviors occur. Five verbs are labels for classes of verbs inclusive of those behaviors appropriate for most educational objectives. The five classes of verbs are: identify, name, order, describe and construct. Examples are provided and exercises in constructing behavioral objectives given. (Author/WS)

CS

ED 068 892 24 CS 000 191

Stanners, Robert S.

Relationships Between Memory and Reading. Final Report.

Oklahoma State Univ., Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-F-061

Pub Date Oct 72

Contract—OEC-6-71-0548(509)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Cues, *Memory, *Orthographic Symbols, *Phonological Units, Reading, *Reading Research

The purpose of Experiment I was to investigate the context effect of letter perception for non-word material. The significance of finding a context effect for nonwords would be that the basis of the effect would have to be a product of a person's knowledge of the phonological or orthographic structure of the language rather than attributable to a person knowing a particular letter string as a word. Letter strings composed of an initial consonant, a medial vowel pair, and a terminal consonant pair (CVVCC) were compared with strings composed of the same initial and terminal units but with a medial consonant pair (CCCC) in a tachistoscopic recognition task. Exactly the same letters in the same positions (first, fourth and fifth letters) were detected with much higher accuracy in the CVVCCs as compared to the CCCCCs. The objective of Experiment II was to see if the presentation interval used in Experiment I was too short to allow maximal performance for the CCCCCs. It seemed possible that iconic memory deteriorated too quickly after the offset of presentation to allow the subjects viewing CCCCCs to extract enough information for maximal performance. The hypothesis was confirmed in that performance for the CCCCCs improved by extending the presentation time. (Author/WR)

ED 068 893 24 CS 000 192

Ramsey, Wallace Z.

Evaluation of Assumptions Related to the Testing of Phonics Skills. Final Report.

Missouri Univ., St. Louis.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-G-044

Pub Date Oct 72

Grant—OEG-7-71-0019(509)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Context Clues, *Grade 2, *Phonics, *Reading Ability, *Reading Difficulty, *Reading Skills, Word Study Skills

Identifiers—Burnett Reading Survey Test, Test of Cognitive Abilities

One hundred thirty-eight second graders, identified by their teachers as "poor readers with incomplete phonics skills" were given four specially constructed tests of phonics skills: a context test over meaningful but visually unfamiliar words, an isolated sounds test, a McKee type multiple choice test, and a word completion test. Eighty of the cases were also tested with the Burnett Reading Survey Test and a Test of Cognitive Abilities. The group was normal with respect to intelligence but were poor readers. Scores on the context test were significantly lower than those on the other phonics tests but were correlated higher with the Burnett Word Identification and Word Meaning Tests than any of the others. The factor measured by the context test accounted for a much higher proportion of the variance in the Burnett subtests than did any of the other phonics tests. The context test approach was deemed to be a much more valid diagnostic technique. The patterns of responses on the phonics tests indicated that the Isolation, McKee, and Word Completion tests measure a less mature level of skill than the Context test. This suggests that they might be used to determine if prerequisite abilities have been developed. (Author)

ED 068 894 CS 000 193

Durkin, Dolores

Phonics, Linguistics, and Reading.

Pub Date 72

Note—100p.

Available from—Teachers College Press, Teachers College, Columbia Univ., 1234 Amsterdam Ave., New York, N.Y. 10027 (\$2.75 paper)

Document Not Available from EDRS.

Descriptors—*Decoding (Reading), Language Skills, Linguistics, *Phonics, *Reading, Reading Development, *Reading Instruction, Reading Materials, *Reading Skills

This volume, a revision of "Phonics and the Teaching of Reading," is designed to offer practical help to teachers, especially in the area of phonics. Attention is given to the influence that linguistics has had on reading over the last decade and to those features of linguistics that have affected phonics methodology and instructional materials.

Two chapters of the book are devoted to new instructional procedures and practices in phonics, with specific suggestions for instruction. (Author/WR)

ED 068 895 CS 000 194

Brotherson, Mary Lou Johnson, Mary Ann

Teacher Aide Handbook: A Guide for New Careers in Education.

Pub Date 71

Note—210p.

Available from—Interstate Printers & Publishers Inc., 19 N. Jackson Street, Danville, Ill. 61832 (\$4.95)

Document Not Available from EDRS.

Descriptors—Adult Education, *Adult Programs, *Paraprofessional School Personnel, *Program Development, *Teacher Aides

The primary purpose of this book is to serve as an overview for teacher aide training. It is an attempt to gather and relate introductory information necessary for the orientation and education of auxiliary personnel in education. Some of the areas given primary consideration are: (1) human growth and development, (2) history of education, (3) school organization, (4) various roles of the teacher aide, and (5) locating and applying for jobs. Appendices are included. (WR)

ED 068 896 CS 000 195

Mares, Robert T.

An Analysis of the Effects of Vertical Grade Groups on Reading Achievement and Attitudes in Elementary Schools.

Pub Date 71

Note—91p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,017, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Grouping (Instructional Purposes), Reading, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Research, *Reading Skills, *Student Attitudes, Vocabulary

An analysis of vertical grade grouping was conducted with 108 pupils in grades one through six. The control group consisted of 107 pupils arranged in a singly graded manner. Three hypotheses stated in null form were: (1) There will be no significant differences in change in attitudes toward reading when comparisons are made between vertically and singly graded classes; (2) There will be no significant differences in change in vocabulary development when comparisons are made between vertically and singly graded classes; (3) There will be no significant differences in reading comprehension when comparisons are made between vertically and singly graded classes. Data were obtained for IQs, attitudes toward reading and reading classes, and performance levels in vocabulary and comprehension. The statistical treatment employed a one-way analysis of variance on both the pretest and posttest data. The results indicated that the organization structure, teaching methods, and materials are but supplemental ingredients in programs that seek to recognize and develop individual talents and potentialities. The major implications reaffirmed the crucial role the teacher plays in learning. (Author/WR)

ED 068 897 CS 000 196

Clayman, Deborah P. Goldweber

The Relationship of Error and Correction of Error in Oral Reading to Visual-Form Perception and Word Attack Skills.

Pub Date 71

Note—89p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-8818, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Decoding (Reading), *Error Patterns, Grade 2, Oral Reading, Phonics, *Reading Ability, Reading Level, *Reading Skills, Visual Perception

The ability of 100 second-grade boys and girls to self-correct oral reading errors was studied in relationship to visual-form perception, phonics skills, response speed, and reading level. Each child was tested individually with the Bender-Error Test, the Gray Oral Paragraphs, and the

Roswell-Chall Diagnostic Reading Test and placed into a group of good or poor readers. Findings indicate that good readers: (1) correct more oral reading errors, both spontaneously and when their attention is called to their error, than poor readers; (2) are better in phonic skills; (3) are faster in speed of responding on both verbal and nonverbal materials; and (4) are not significantly different from poor readers on awareness of errors in gestalt-like forms. These results indicate that phonic skills are highly related to reading skill as well as to the ability to correct reading errors. Since spontaneous corrections were not significantly related to phonics, particularly in good readers, some support of the linguistic position, or the importance of meaning cues for successful reading, is indicated. (Author/TO)

ED 068 898 CS 000 197

Compton, Mary Elizabeth

A Study of the Relationship Between Oral Language Facility and Reading Achievement of Selected First-Grade Children.

Pub Date 71

Note—59p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,385, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Grade 1, Language Development, *Language Fluency, *Oral Expression, *Reading Achievement, Sex Differences, *Verbal Ability

This study analyzed the relationship between oral language facility and reading achievement of 140 selected first-grade children in the state of Virginia. Teacher selection, general intelligence tests, and language and verbal fluency tests were used to place the children in two groups, a Verbal Group and a Non-Verbal Group. Significant differences were found between the two groups in reading achievement in both vocabulary and in comprehension. No significant differences were found between boys and girls in reading achievement in vocabulary or in comprehension. The findings of the study seem to support the theory that the development of a child's ability to express his ideas verbally will be a valuable asset to his performance in learning to read. (Author/TO)

ED 068 899 CS 000 198

Trockman, Mitchell D.

Instructional Materials Center, Project Director's Report: 1969-70.

Minneapolis Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Elementary Grades, Reading, Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Skills, *Urban Education, Visual Aids

The Instructional Materials Center (IMC) originated in association with the development of a course to train teachers in specific techniques for teaching reading and the use of a wide range of multisensory reading materials. The major objective of the IMC project was to supply teachers with a wide variety of useful instructional materials for specific skills geared to the one basal reading series that was adopted for all inner-city schools in the Minneapolis Public School System. At all points the teachers took an active role in designing the materials to meet the specific needs of educationally disadvantaged children in the Minneapolis area. Of the 240 teachers who had the opportunity to use the IMC's resources, 98 percent did. Before the beginning of the 1970-71 school year, the center had to extend their operation day to sixteen hours to meet the demand. Informal opinions and surveys have indicated that the IMC is a beneficial factor in improving reading instruction. (Author/WR)

ED 068 900 CS 000 199

Clark, Sara Page

Basic Skill Centers Evaluation, September, 1969 - June, 1971.

Minneapolis Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Youth, *Elementary Grades, Reading, Reading Achievement, *Reading Centers, Reading Development, *Reading Instruction, *Reading Programs, *Remedial Reading, Retarded Readers, Urban Youth

The Basic Skill Centers (BSC) program was developed to help students, primarily from the inner-city Target Area schools of Minneapolis, learn to read. The BSC approach was remedial, and each year more than 700 students, the majority in grades four through six, participated in the program. In 1969-70 the Talking Typewriter was one major aspect of the program. The student spent 20 minutes a day using this teaching machine and received 20 minutes of additional instruction from teachers and aides. In 1970-71 the BSC program was substantially revised. More hardware was used, in addition to the Talking Typewriter, and a multimedia room was developed. The students spent equal time in the multimedia room, on the typewriter, and in the related classrooms. The results for 1969-70 indicated that students did not make gains large enough to help them catch up in reading, nor were their gains better than a comparative group. The results for 1970-71 indicated that the BSC program was more successful, and students were progressing at a rate faster than the average child. Center children made average gains of eight and nine months in vocabulary and reading comprehension over the six-and-a-half month testing span. (Author/WR)

ED 068 901 CS 000 200

Novak, Josephine

Dyslexia: What Is It?

Pub Date Feb 71

Note—16p.; Series of nine articles which appeared in "The Evening Sun," Baltimore, and Winner of the Media Award given by the International Reading Assn.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dyslexia, *Language Handicaps, *Learning Disabilities, Reading Ability, *Reading Difficulty, Reading Failure

This series of nine articles on dyslexia, or specific language disability, originally appeared in the Baltimore "Evening Sun" in response to increasing public interest regarding reading disabilities and handicaps. These articles summarize the methods of identifying and teaching these children and discuss the school's common failure to identify and teach them. One article deals with the differing views in existing knowledge of dyslexia and other language disabilities. Several case histories are presented, and the series culminates with an overview of current methods of research and education on the local level. (Author/TO)

ED 068 902 CS 000 201

Reading Curriculum, Tentative, 1972.

Cincinnati Public Schools, Ohio.

Pub Date Sep 72

Note—226p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, Elementary Grades, *Elementary School Curriculum, Language Arts, *Reading, Reading Development, *Reading Programs

This guide to the instructional program in reading in the Cincinnati Public Schools is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and for assessing pupil mastery. Within this guide the total language program is viewed as a communicative process central to human life and the learning process. Hence, the natural interrelationships among the language arts are utilized in the planning of reading instruction and activity. Included are objectives for each level, scope and sequence of reading skills, role definitions, an interest checklist and inventory, and extensive sample lesson plans. (See ED 065 846 for related document.) (TO)

ED 068 903 CS 000 202

Dellinger, Harry Vaughn

A Study of the Effectiveness of a Summer Head Start Program on the Achievement of First Grade Children.

Pub Date 71

Note—77p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-9068, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Arithmetic, Beginning Reading, *Compensatory Education, *Grade 1, Reading Improvement, *Reading Readiness, Reading Research, *Reading Skills, Vocabulary

Identifiers—Metropolitan Readiness Test, *Project Head Start

The purpose of this study was to determine if significant differences in first grade achievement appeared among pupils who participated in an eight-week Summer Head Start Program and qualified pupils who did not participate. Both groups were divided into three subgroups according to scores on the Draw-A-Man Test. Each subgroup (high, middle, and low) consisted of seven students. The Metropolitan Readiness Test was given to both groups during the first week of September, 1970. There was no difference in the two groups at the .05 level of significance. During the last week of April, 1971, the Metropolitan Achievement Test, Primary I Battery was given to both groups. A two-way analysis of variance was performed with high, middle, and low subgroups based upon Draw-A-Man scores as one factor and experimental and control as the other factor. There was no significant difference in word knowledge, word analysis, and reading. There was, however, a significant difference in arithmetic computation and concepts, the control group scoring higher than the experimental group. The conclusion: the participation in the Summer Head Start Program had no positive influence on readiness and achievement at the first grade level for the students in this study. (Author/WR)

ED 068 904 CS 000 203

Curtis, Hazen A. Caputo, Edward M.

Florida Agricultural Migrant Right-to-Read Program: A Suggested Set of Objectives.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date Apr 71

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Elementary Grades, Elementary School Curriculum, *Migrant Child Education, *Migrant Children, Reading, Reading Development, *Reading Programs

Identifiers—*Right to Read

This report presents a set of suggested behavioral objectives for the Florida Migrant Right-to-Read Program. Each proposed objective was considered in terms of its logical contribution to the development of reading competencies of migrant elementary school children and in terms of its relationship to the goals of the Right-to-Read Program. The program utilizes materials from fourteen publishers which are arranged into a wide variety of teachable packages. Each package requires from one to two weeks for completion with mastery, and each covers one or more basic skills as delineated on the scope and sequence charts included in the report. The content of the program and its materials is of a basic and functional nature—advertisements of family necessities, common signs found in buildings and along highways, simple forms and instructions, and literature which appeals to modestly educated persons. The program is being implemented in 35 Florida schools enrolling high percentages of migrant children. Outlines of objectives, skill descriptions, and sample materials are included. (Author/TO)

ED 068 905 CS 000 204

Instructional Materials Center Project Director's Report 1970-71.

Minneapolis Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Reading, *Disadvantaged Youth, *Elementary Grades, Inservice Education, Instructional Materials, *Material Development, Reading, *Reading Materials, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Pyramids Reading Program

The Instructional Materials Center (IMC) was developed in August, 1969, to support the Title I Pyramids Reading Program (PRP) begun a year earlier. The PRP attempted to improve the reading skills of educationally disadvantaged children by (1) using one basal reading series in all Minneapolis Target Area elementary schools, (2) providing an in-service training course in reading for elementary teachers, and (3) developing original instructional materials geared to the reading series in use. The IMC writes, produces and distributes reading materials to teachers in Minneapolis public and parochial Target Area elementary schools who have completed the in-service course. Teachers use the materials to help improve the reading skills of their educationally disadvantaged children. During 1970-71, approximately 400 teachers used IMC-produced materials, nearly double the number in 1969-70. Figures obtained from a survey of teachers in Target Area schools showed that more than 90 percent of the 5,418 Title I eligible children received IMC-produced materials in 1970-71. (Authorized/WR)

ED 068 906 CS 000 205

Hall, Mary Anne

An Effective Language Experience Program.

Pub Date May 72

Note—11p.; Paper presented at the Annual Convention of the International Reading Assn. (17th, Detroit, Michigan, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Decoding (Reading), *Language Experience Approach, Language Skills, Reading, *Reading Development, *Reading Instruction, *Reading Skills, Semantics, Syntax, Teaching Techniques

In teaching reading, teachers should understand the three categories of language information which all readers draw upon in the processing of information. These three categories are (1) grapho-phonics, the information from the writing system and from the phonological system of oral language; (2) syntactic information, the information from grammatical structures of the language; and (3) semantic information, information related to meaning and concepts represented by the printed word. An effective language experience program is one based on educational, psychological, and linguistic understandings. In the implementation of the program, teachers seek to help children relate the written language code to the spoken language code at the same time as they help children develop strategies for language recognition of the grapho-phonics, semantic, and syntactical information. Communication is foremost in this child-oriented program with reading instruction built on existing language performance, but the instruction does not stop with and is not limited to that performance, as language facility is constantly extended. (Author)

ED 068 907 CS 000 206

Mahan, James Maurice

The Effects of Instruction by Teachers and Teacher Aides Upon the Performance of Pupils in a Direct Instructional Program.

Pub Date 71

Note—173p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,278, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Arithmetic, *Disadvantaged Youth, *Elementary Grades, Reading Achievement, *Reading Instruction, Reading Materials, Reading Skills, *Teacher Aides

Identifiers—DISTAR Reading Program, Englemann-Becker Curriculum, *Project Follow Through

After training in a direct instructional program can teacher aides teach cognitive skills in reading and arithmetic as competently as do classroom teachers who have been similarly trained? The subjects in this investigation were part of the Englemann-Becker Follow Through Program, an academic program for disadvantaged children in the early elementary school. In reading, the children taught by regular classroom teachers moved through the materials at a faster rate, but no other significant differences were found. In

arithmetic, children taught by teacher aides covered more lessons than did children taught by regular teachers, but again no other significant differences were found. Within the limitations of this study, the author concluded that teacher aides in the Englemann-Becker program can, after training, teach cognitive skills in reading and arithmetic as competently as do regular classroom teachers who have been similarly trained. (Author/TO)

ED 068 908

CS 000 207

Reading for Fun: A Study of Materials for Mexican and Spanish-American, Puerto Rican, Cuban and other Latin American Children.

Development Associates, Inc., Washington, D.C.
Spons Agency—Smithsonian Institution, Washington, D.C. National Reading is Fundamental Program.

Pub Date Jan 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Independent Reading, Mexican Americans, Puerto Ricans, Reading, Reading Improvement, *Reading Interests, *Reading Materials, Reading Research, *Recreational Reading, Spanish Americans, *Spanish Speaking, *Urban Areas, Urban Environment

Identifiers—*National Reading is Fundamental Program

A survey of selected neighborhoods in eight cities was conducted to determine the relevance, availability and utilization of leisure-time reading materials in both English and Spanish for Hispanic-American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. In addition, questionnaires were mailed to publishers and other professionals throughout the country. The trends that emerged from the survey indicated that: (1) Spanish-speaking children are as eager to read for fun as are their Anglo counterparts; (2) reading materials for enjoyment which present stories and people with whom Spanish-speaking American youngsters can identify are virtually nonexistent; (3) libraries, schools and publishers, in general, have not yet felt the need to develop and market more pleasure reading material in English and Spanish, particularly aimed at the Spanish-speaking child. Suggested reading materials are included in the appendix. (Author/WR)

ED 068 909

CS 000 208

Matuszek, Paula A. Oakland, Thomas D. A Factor Analysis of Several Reading Readiness Measures for Different Socioeconomic and Ethnic Groups.

Pub Date [72]

Note—9p.: Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, Ill., April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, Factor Analysis, Grade 1, Measurement Instruments, Mexican Americans, *Minority Group Children, Negroes, *Predictive Validity, Psychometrics, Reading Readiness, *Reading Tests, *Socioeconomic Status, *Test Bias, Verbal Ability

Identifiers—SES (Socioeconomic Status)

First grade students stratified on the basis of their racial-ethnic and socioeconomic status (SES) were studied to determine factors measured by several readiness (aptitude) tests and to learn whether these factors differed for the children from the various groups. SES was determined by father's occupation, or if absent, mother's occupation; the identification of racial-ethnic backgrounds was left to the teacher. Six groups of children were finally chosen: middle and lower class Blacks, Mexican-Americans, and Anglo-Americans. The major observation drawn from the data was that factors derived from the tests differed markedly across groups. It was further concluded that present tests were inefficient in that several subtests seemed to measure the same factors. Data also indicated that tests could not be used interchangeably with children from different SES and racial-ethnic backgrounds. (Two tables of factor loadings and a reference list are appended.) (HS)

ED 068 910

CS 000 209

Spache, George D. Good Reading for Poor Readers. 8th Edition.

Pub Date 72

Note—300p.

Available from—Garrard Publishing Company, 1607 North Market Street, Champaign, Ill. 61820 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—Auditory Perception, Bibliotherapy, *Booklists, *Childrens Books, Childrens Games, Classroom Games, Disadvantaged Youth, Educational Games, Elementary Education, Readability, Reading, Reading Difficulty, *Reading Interests, *Reading Materials, *Reading Material Selection, Remedial Reading, Visual Perception

Identifiers—*Spache Readability Formula

This eighth edition of Dr. George Spache's book contains several hundred previously unlisted books for poor readers. The first four chapters deal with book selection practices of children and of adults for children with bibliotherapy and with readability. The remaining ten chapters are extensive annotated listings of children's books, reading materials, teaching guides, and instructional materials arranged by type: trade books, textbooks and games, series books, programmed materials, and so on. Resources for teachers of the disadvantaged and on auditory and visual perception are also listed. The appendix includes a full description of the Spache Readability Formula, an author and a title index, and a publishers' directory. (TO)

ED 068 911

CS 000 210

Klein, Howard A., Ed. The Quest for Competency in Teaching Reading.

International Reading Association, Newark, Del.

Pub Date 72

Note—306p.

Available from—International Reading Assn., Six Tyre Avenue, Newark, Delaware 19711 (\$5.00 non-member, \$4.00 member)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Literature, *Literature Appreciation, *Reading, *Reading Instruction, *Reading Programs, *Reading Skills, Teachers

This monograph includes a selected group of papers which were presented at IRA's Atlantic City convention (1971). The collection has been subdivided into three groupings. The first, "Writers, Teachers, and Children," discusses the intrinsic value of literature and its effect upon the reader. The second, "Teachers, Programs, and Children," deals with the quest for a sound, sensitive (but elusive) total reading program aimed at improving skills and attitudes. And the third, "Some Teaching Skills and Techniques," provides a potpourri that probes areas teachers should strengthen to be effective reading teachers, that presents research showing how skills can be taught efficiently, and that describes innovations that may make it possible to advance reading instruction to an optimum level for everyone. (Author/TO)

ED 068 912

CS 000 222

Klein, Roger D. And Others. The Effects of a Systematic Manipulation of Contingencies upon Overt Work Behavior in a Primary Classroom.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0253

Pub Date 72

Contract—OEC-4-10-158

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Change, *Kindergarten, *Positive Reinforcement, *Rewards, Social Reinforcement, Teacher Behavior

The study attempted to modify the on-task and task completion rates of three kindergarten children by altering the contingencies of reinforcement associated with these two work behaviors. During baseline, a fixed number of tokens was provided for task completion. While the remainder of the class remained in this condition, teacher attention was increased for the target students, and then the contingencies were changed by presenting the fixed number of tokens spread out over the time necessary to complete the task. Increased teacher attention was found to produce reliable increases in on-task rate over the baseline condition. These increases were maintained when the contingencies were reduced, but additional significant increases did not occur. The on-task rate of the entire class changed reliably during all the experimental manipulations, but no functional

relationships were established. Task completion rates did not respond systematically to changes in the experimental conditions. (Author)

ED 068 913

CS 000 264

Smith, Nika Banton, Ed. Reading Methods and Teacher Improvement.

International Reading Association, Newark, Del.

Pub Date 71

Note—202p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$4.75 non-member, \$3.75 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Basic Reading, *Conference Reports, Effective Teaching, Paraprofessional School Personnel, Questioning Techniques, *Reading Instruction, Reading Research, *Reading Skills, Teacher Education, *Teacher Improvement, *Teaching Methods, Teaching Techniques, Word Recognition

This collection of 20 papers, initially presented at the International Reading Association convention in Anaheim in May 1970, is aimed both at those preparing to teach and those actively teaching. Part 1, Basic Reading Skills: Methods and Content, has three articles on word recognition skills, each aimed at different grade levels, followed by articles on comprehension, content subjects, and reading and listening. Part 2, Procedures and Approaches, has one group of articles concerned with classroom procedures (relevancy, questioning, and modalities for learning) and another group of articles dealing with specific approaches to reading (film usage, the programmed approach, and the conventional approach). Part 3, Teacher Improvement in Reading, opens with four articles concerned with the improvement of classroom teachers—one on the role of the teacher, one analyzing teacher effectiveness, one dealing with the changing of teacher behavior, and one concerned with factors contributing to teacher success. Next is a group of four articles offering innovative ideas concerning preservice preparation of teachers. Also included is an article on the use of paraprofessionals as reading aides. Tables and references for some presentations are included. (This document previously announced as ED 051 969.) (VJ)

ED 068 914

CS 000 265

Dawson, Mildred A., Comp. Teaching Word Recognition Skills.

International Reading Association, Newark, Del.

Pub Date 71

Note—308p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$4.00 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Beginning Reading, College Students, Context Clues, Elementary School Students, Instructional Materials, Linguistics, *Phonics, Reading Comprehension, *Reading Instruction, *Reading Research, Secondary School Students, Structural Analysis, Visual Discrimination, *Word Recognition

A series of articles with the chief emphasis on phonics as a means of analyzing words is presented. Various articles pertain to elementary, secondary, and college level instruction. The first of the five parts into which the volume is divided is comprised of a single article which gives an excellent overview of the field of word recognition. Part 2 includes a dozen recent articles that present the overall general program of word analysis and the policies that underlie it. In Part 3 are found articles which evaluate certain phonic elements and the utility of generalizations concerning them. For instance, two articles discuss rules that deal with accents on syllables and their effect on the pronunciation of words. Part 4 is concerned with such aspects of word recognition as sight vocabulary, sensory cues, visual discrimination, contextual clues, and phonics. The articles differ from those in Part 3 in that they more narrowly deal with particular aspects of word recognition and are more concerned with methodology. Certain articles were found to be only partially pertinent to a volume dealing with word recognition and are included in a general section in Part 5. Tables and references are included. (This document previously announced as ED 047 924.) (DH)

ED 068 915

CS 000 266

Painter, Helen W., Ed.

Reaching Children and Young People Through Literature.

International Reading Association, Newark, Del.

Pub Date 71

Note—80p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$2.75 non-member, \$2.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authors, *Childrens Books, Conference Reports, *Elementary School Students, Fantasy, Foreign Relations, *Literature Appreciation, Literature Programs, Reading Habits, *Reading Interests, Reading Materials, Reading Skills, Realism, *Secondary School Students

This book, which contains selected papers given at the 1970 International Reading Association convention, is aimed at people who are looking for challenging material pertaining to literature for children and young people. It is divided into two sections. The first part—Qualities of Literature, Readers, and Writers in Action—contains a provocative article by Jean Karl, who assesses the present children's literature and looks into the future. Also in Part I is an article by Lloyd Alexander and another one about the man and his work. Mr. Alexander is winner of the 1969 Newbery award and has been acclaimed as the author of the greatest recent fantasy for children. The second section is entitled Literature in Action. All the articles are by people knowledgeable in the field: Charlotte S. Huck presents suggestions for improving interest and appreciation of literature, especially in elementary schools, supplemented with a reaction by Jo Stanchfield; J. W. McKay discusses the development of reading skills through literature at the secondary level; Dwight L. Burton presents his thinking about the content of the high school literature program; and William W. Crowder points out how literature can foster international relations. References are included. (This document previously announced as ED 047 910.) (Author/DH)

ED 068 916

CS 000 267

Leibert, Robert E., Ed.

Diagnostic Viewpoints in Reading.

International Reading Association, Newark, Del.

Pub Date 71

Note—140p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$4.00 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Diagnostic Teaching, *Diagnostic Tests, Elementary School Students, Evaluation, Informal Reading Inventory, Measurement Instruments, Reading Comprehension, *Reading Diagnosis, Reading Difficulty, Reading Instruction, *Reading Research, *Reading Tests, Secondary School Students, Syntax

A collection of papers delivered during the Fifteenth Annual International Reading Association Convention is presented which represents a variety of views on diagnosis and/or on the manner in which diagnostic information is interpreted. The papers have been arranged into three sections. The first deals with the importance of diagnosis, presents some methods for collecting and interpreting data about reading progress, and describes a plan for bringing about changes in reading performance. The second section treats tests and testing and provides information on ways a teacher can use tests. Included are an analysis of several diagnostic tests currently available, a discussion of problems and solutions in utilizing both standardized and informal tests, and a description of the development of a diagnostic test. Section 3 is composed of four reports analyzing data to shed light on the relation between intelligence and reading improvement, the stability of reading achievement, and critical evaluations of methods for determining levels of achievement. The papers are arranged in a way that makes the monograph easy to use, especially the treatment of the statistical studies. Tables and references are included. (This document previously announced as ED 047 909.) (Author/DH)

ED 068 917

CS 200 123

A Course of Study in English for Grade Seven.

Rochester Public Schools, Minn.

Pub Date 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 7, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented. Course goals and philosophies for each of three sections: Composition; Language; Literature are given. Each section includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 918

CS 200 124

A Course of Study in English for Grade Eight.

Rochester Public Schools, Minn.

Pub Date 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 8, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented. Course goals and philosophies for each of three sections: Composition; Language; Literature are given. Each section includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 919

CS 200 125

A Course of Study in English for Grade Nine.

Rochester Public Schools, Minn.

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 9, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented. Course goals and philosophies for each of three sections: Composition; Language; Literature are given. Each section includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 920

CS 200 126

A Course of Study in English for Grade Ten.

Rochester Public Schools, Minn.

Pub Date 71

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 10, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented. Philosophies for each of three parts: Composition; Language; Literature are given. Each of these sections includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 921

CS 200 127

A Course of Study in English for Grade Eleven.

Rochester Public Schools, Minn.

Pub Date 71

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 11, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented. Course goals and philosophies for each of three sections: Composition; Language; Literature are given. Each section includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 922

CS 200 128

A Course of Study in English for Grade Twelve.

Rochester Public Schools, Minn.

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English Curriculum, *English Instruction, *English Programs, Grade 12, Guides, Language Development, Literature, Teaching Guides

Identifiers—Minnesota

As an aid for teachers in instruction planning, a detailed English course of study is presented.

Course goals and philosophies for each of three sections: Composition; Language; Literature are given. Each section includes: Aims, Instructional Materials, Suggestions. (NF)

ED 068 923

CS 200 129

Brewbaker, James Martin

The Relationship between the Race of Characters in a Literary Selection and the Literary Responses of Negro and White Adolescent Readers.

Pub Date 72

Note—211p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,647, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adolescents, Caucasian Students, Comparative Analysis, Grade 9, Grade 11, Negro Students, *Racial Factors, *Response Mode, Short Stories, Student Attitudes

Identifiers—Adjective Scales, F Tests

This study was undertaken to identify differences in the literary responses of adolescents related to race-of-characters (white, Negro, and neutral) in three versions of a short story. Each of 281 subjects (ninth- and eleventh-grade) read one story version and then—on an adapted semantic differential instrument—rated nine elements from the story (characters, a literary symbol, his mood while reading, and the full story) against a series of bi-polar adjective scales. Two major phases of analysis of variance and F-tests, each including 33 separate analyses, were performed, disclosing 35 significant differences among the responses, six at the .01 level and the remainder at the .05 level. The results indicate: (1) The major effect of race-of-characters was to lower reader evaluation of Negro characters; (2) This effect does not lower estimates of the story itself; (3) Race-of-characters has its greatest effect among white readers of a Negro version, who find the same more powerful or active; and (4) Various other differences in literary response are related to subject-race, socio-economic position, and reading-achievement level. There was no indication that Negro subjects preferred the Negro version or that white subjects did not respond affirmatively to the Negro version. (Author/JF)

ED 068 924

CS 200 130

Pickard, Kenneth Leon

An Experimental Study of the Effect of Remedial Instruction in English Usage on the Achievement of College Students in Business Letter Writing.

Pub Date 72

Note—155p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,797, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Business Correspondence, College Students, *English Instruction, *Remedial Instruction, *Writing Skills

Identifiers—ABWA Syllabus for Letter Writing Courses, Ball State University, Writing for Business and Industry

This study was conducted to determine the effect of remedial instruction in English usage upon writing competence in a college business letter-writing course. It was hypothesized that remedial instruction in English usage would not affect an individual's letter-writing achievements. Subjects were 50 matched pairs (IQ, Freshman English, grade, age, sex, year in school, and major study area) in four control and four experimental groups. Remedial instruction was given the experimental group only. Writing competence was measured at the end of the term on three in-class written letters, which were evaluated by three authorities using a letter-evaluation guide. Evaluators' ratings were subjected to an analysis of variance which showed no significant difference between the two groups. Since the three authorities varied significantly in their ratings, it was pointed out that teachers should be aware that judgment of letter-writing skills can vary considerably and that communication is a subjective topic. (Author/JF)

ED 068 925

CS 200 131

Freedle, Roy O., Ed. Carroll, John B., Ed.

Language Comprehension and the Acquisition of Knowledge.

Bureau No—BR-8-0293

Pub Date 72

Note—380p.; Papers presented at COBRE (Committee on Basic Research in Education) Workshop held at Quail Roost Conference Center, Rougemont, North Carolina, March 31-April 3, 1971. Published by V.H. Winston & Sons, Washington, D.C.

Available from—Ms. Margaret McFarland, Halsted Press, Div. of John Wiley & Sons, 605 Third Avenue, New York, N. Y. 10016 (\$12.95)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Comprehension, Comprehension Development, *Knowledge Level, *Language Arts, *Linguistics, Oral Communication, Psycholinguistics, Verbal Communication

Thirteen papers given by language specialists are presented. These analyze special linguistic (semantic) problems that occur when interconnected strings of sentences constitute data base; they also analyze special psychological problems (of memory, inference, and motivation) that occur when human subjects are exposed to discourse materials in laboratory or real-life settings. Workshop questions to be considered were: (1) Exactly what is "comprehension" of language?; (2) Can one identify distinct processes in comprehension?; (3) In what senses can there be different degrees, levels, or types of comprehension?; (4) How can we measure comprehension in terms of these levels or types?; (5) What factors in language stimulus, the situation or receiver influence degree and manner of comprehension?; and (6) What is relation between immediate comprehension and its representation in memory either on long or short term basis? Author and Subject Indexes are included. (NF)

ED 068 926 CS 200 133

Book I: Language Arts Guide.

Conrad Area School District, Wilmington, Del.

Pub Date [70]

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Bibliographies, Individualized Instruction, *Kindergarten, *Language Arts, Listening, Primary Grades, Reading, Self Evaluation, Speaking, Spelling, *Teaching Guides, *Teaching Techniques, Writing

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for kindergarten, first, and second grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

ED 068 927 CS 200 134

Book II: Language Arts Guide.

Conrad Area School District, Wilmington, Del.

Pub Date [70]

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Bibliographies, Elementary Grades, *Individualized Instruction, *Language Arts, Listening, Reading, Self Evaluation, Speaking, Spelling, *Teaching Guides, *Teaching Techniques, Writing

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the third and fourth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

ED 068 928 CS 200 135

Book III: Language Arts Guide.

Conrad Area School District, Wilmington, Del.

Pub Date [70]

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Bibliographies, *Elementary Grades, Individualized Instruction, *Language Arts, Listening, Reading, Self Evaluation, Speaking, Spelling, *Teaching Guides, Teaching Techniques, Writing

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for the fifth and sixth grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

ED 068 929 CS 200 136

Donelson, Ken, Ed.

Elective Programs in English.

Arizona English Teachers Association, Tempe.

Pub Date Feb 72

Note—83p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 01456, \$1.75 non-member, \$1.65 member)

Journal Cit—Arizona English Bulletin; v14 n2 p1-79 Feb 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Elective Subjects, *English Curriculum, *English Literature, Program Evaluation, *Secondary Grades

Sixteen articles are presented which deal either generally with this issue's theme, "Elective Programs in English," or specifically describe and/or evaluate experiences with particular elective programs or courses. Included in the "Current Reading" section is a brief bibliography of articles and books, recent and old, on elective programs in English. Brief ideas and thoughts on the topic are presented in the "Shoptalk" section. (JF)

ED 068 930 CS 200 137

Pokrinchak, Barbara Ann

An Analysis of Geminate Consonants in Words to Identify Understandings Which May Facilitate Correct Spelling.

Pub Date 72

Note—348p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,958, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Consonants, Etymology, Graphemes, Phonology, *Spelling, Vowels, Word Lists

Identifiers—Oxford English Dictionary, Phoneme Grapheme Correspondences Cues

This study was undertaken to identify: (1) phonological aspects of geminate consonants and of the vowels preceding them, (2) morphological factors related to geminate consonants, (3) the contribution of geminate consonants toward differentiating homophones, and (4) characteristics of initial spelling patterns in words beginning with a vowel-geminate consonant or a vowel-single consonant. Another purpose was to organize lists for use in developing effective spelling strategies. The Hanna word list (17,310 words) was surveyed, and 2414 were found to contain 2488 instances of geminate consonants. A list was arranged to facilitate collection of data on the phonological aspects of geminate consonants and their preceding vowels. Five phonological generalizations were condensed from 43 subrules in the Hanna algorithm, and five others were formulated, embracing a total of 921 words. Lists of conforming words and exceptions followed each generalization statement. A percentage of utility was also computed for each generalization. Morphological factors were identified, and information on word stems, prefixes, etc. was determined. Sets of homophones were identified. For the fourth purpose of the study words beginning with a vowel-geminate consonant pattern were identified, as well as all words beginning with a vowel-single consonant pattern. These were analyzed with regard to phonological and morphological characteristics, and the etymology was established for all. (Author/JF)

ED 068 931

CS 200 138

Scaglione, Aldo

The Classical Theory of Composition; From Its Origins to the Present: A Historical Survey (University of North Carolina Studies in Comparative Literature, No. 53.)

Pub Date 72

Note—447p.

Available from—The University of North Carolina Press, Chapel Hill, North Carolina 27514 (\$15.00)

Document Not Available from EDRS.

Descriptors—Baroque Literature, Classical Languages, *Composition (Literary), English Literature, French Literature, Grammar, Italian Literature, Linguistic Theory, *Literature, Poetry, *Syntax

The major purpose of this study is the descriptive analysis of a large body of literature, mainly technical, which attempts to explain the structure of sentences and ordering of their elements, on the linguistic and artistic levels. It is hoped that this study helps to document the relevance of technical material for the proper understanding of creative literature by focusing on the factors which conditioned at an early stage the particular forma mentis of authors and critics. More essentially, however, it is a study in the history of syntax and its development out of independent yet allied "arts." Some criteria of selectivity have been applied due to the proportions and inherent repetitiveness of this literature. After the year 1600, the geographical areas and languages handled are English, French, and Italian. The two crucial stages in our history, antiquity and the French eighteenth century, are covered with reasonable completeness, while the others are based on a representative sampling. An author index is provided, as well as a 27-page bibliography categorized in sections on an historical basis. (Author/JF)

ED 068 932 24 CS 200 139

Weber, James M.

An Analysis of the Semantic Relationships Among Words and Their Effect Upon Learning. Final Report.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-B-151

Pub Date 15 Jul 72

Grant—OEG-3-71-0111

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Comparative Analysis, Information Theory, *Learning, Measurement, *Paired Associate Learning, *Semantics, *Verbal Stimuli

The purpose of this study was to (1) compare the semantic relationships among common nouns obtained via two different measurement procedures and (2) determine if the use of these relationships to classify the various words results in differential degrees of learning when the stimuli are cast in terms of the paired-associate learning paradigm. Three sample groups of 120, 60, and 320 consisted of volunteer undergraduate students. Results of the analyses showed that (1) Although the number of salient, semantic dimensions derived when scaling the stimuli via the semantic differential and multidimensional scaling procedures were basically the same, the specific interrelationships exhibited among the stimuli under the two procedures were quite different; and (2) When the nouns were used in a paired-associate learning task which incorporated both sets of relationships, significantly different levels of learning were observed. These results suggest that in learning situations such as this, the use of a multidimensional scaling algorithm may represent a more efficient procedure than the semantic differential for specifying the semantic interrelationships among small sets of verbal stimuli. (Author/JF)

ED 068 933 CS 200 171

Haviland, Virginia, Comp.

Children's Literature: A Guide to Reference Sources. First Supplement.

Pub Date 72

Note—316p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 3001-0044, \$3.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Book Lists, *Childrens Books, Publications, Reference Books, Teaching Procedures
Identifiers—Childrens Literature Supplement 1966 1969, Library of Congress

The first of regular supplements to "Children's Literature: A Guide to Reference Sources (1966)," this book lists publications about children's literature issued from 1966 to 1969. Older items not available to the compilers in 1966 are also included. Two new sections have been added: Publishing and Promotion of Children's Books and The Teaching of Children's Literature. Greater emphasis is placed on children's literature in other countries and on minority groups. All entries are annotated and Library of Congress call numbers given. (For related document, see ED 036 523.) (RS)

ED 068 934 CS 200 172

Hallberg, Phyllis P.

Legends and Heroes of the American West, Language Arts: 5113.95.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—37p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Curriculum Guides, High Schools, *Language Arts, Literary Genres, *Literature, Short Stories, Teaching Guides, Teaching Techniques

Identifiers—*Quinquennial Program

Ballads, legends, and short stories of the Old West are studied in this quinquennial course of the Dade County High Schools. This language arts curriculum course is designed to teach students to separate facts from fiction associated with the Old West and to study the customs and traditions of the frontiersman. Among the suggested teaching strategies are construction of a time line, in depth study of the life style of one group of frontiersmen, preparation of an oral presentation, research papers, and group discussion. Bibliographies of student and teacher resources include textbooks, reference materials, publications, and media resources. (RS)

ED 068 935 CS 200 173

Ozan, Ruth S.

Introduction to Plays, English: 5112.44.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—30p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Curriculum Guides, *Drama, *Dramatics, English Curriculum, High Schools, Literature Appreciation, Teaching Guides, *Theater Arts

Identifiers—*Quinquennial Program

Several plays are studied to introduce students to theatrical terms and to the elements of a play in this quinquennial course for Dade County High Schools. Several approaches to the study of the play are suggested such as individual and a large group production of a play, the use of a unified theme such as Youth vs. Tradition, or the line of historical development. Learning activities are proposed to fulfill all course objectives. Bibliographies for student and teacher resources are included. (RS)

ED 068 936 CS 200 174

Manuel, J. Jack, Ed.

A Common Wealth: Views in Massachusetts Humanities Education.

Massachusetts Council of Teachers of English, Needham.

Pub Date 71

Note—112p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 01125, \$2.50 non-member, \$2.40 member)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Colleges, Elementary Grades, Films, High Schools, *Humanities, *Humanities Instruction, Mass Media, Publications, Teacher Developed Materials, Technology

Descriptions of ways in which educators are humanizing the educative process comprise this collection of articles by Humanities teachers in Massachusetts. The Process of Humanizing discusses the Quincy Method after 25 years of progress, why contemporary man must learn to humanize the product of education, and how a

popular song can show ways to develop an understanding of the human condition. The development of aesthetic rationales for humanities programs is dealt with in the second section and technology and humanities education is the subject of the third section. Four humanities programs are described, 2 at the elementary level, one for high school, and one for college. The effects of film, television, and the media and their use as subject matter compose the final section of the book. (RS)

ED 068 937

Moodie, Clara Lee

The Community College "Is" Where the Action Is!

Central Michigan Univ., Mount Pleasant.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, English Curriculum, *English Instruction, Higher Education, Internship Programs, *Masters Degrees, Program Descriptions, Research Proposals, *Teacher Education, Teachers

A masters program specifically designed to train community college English teachers is badly needed is the contention of this paper. The community college holds greater job potential for English majors, does not pressure for faculty publication, and is the only area of higher education for which growth is predicted in the next decade. A proposed master's program would contain graduate work in traditional English areas, professional training including an internship, and correlative work in cognate courses. Problems in implementing a master's program include the choice of director and students, selecting qualified instructors to teach and supervise the internship, and financing the internship. (RS)

ED 068 938

The Student's Right to Write and Composition Opinionnaire to the Student's Right to Write.

National Council of Teachers of English, Urbana, Ill. Commission on Composition.

Pub Date [71]

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Composition Skills (Literary), Creative Writing, Elementary Grades, English Curriculum, Evaluation, Grading, High Schools, Motivation, Publications, Rhetoric, Teacher Developed Materials

Articles written by members of the Commission on Composition which define how and why to teach composition at all school levels are contained in this publication of the National Council of Teachers of English. Each article is on a major topic and is not a committee report, but is based on the author's own philosophy and experience. Among the topics discussed are creativity, motivation in teaching composition, rhetoric, usage, evaluation, and grading compositions. The appendix contains questions to stimulate discussion on each article. Included is an opinionnaire to be filled out by educators. (RS)

ED 068 939

Letts, Dennis Lee

Undergraduate and Graduate Teacher Preparation—A Student-Centered Approach.

Pub Date 72

Note—152p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,867, MFilms \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Classroom Materials, Course Evaluation, Educational Research, Education Courses, English Instruction, *English Programs, Instructional Aids, *Methods Courses, *Professional Education, Research, Research Methodology, Student Centered Curriculum, Student Teaching, *Teacher Education, *Teacher Programs

This is a report of a year of experimental teaching at Southeastern State College, Oklahoma, in 1970-71. The experimental nature of the research was to employ ideas and methods of contemporary "romantic" educational theorists in teaching an undergraduate English methods class and an experienced teacher graduate class in Recent Trends in English Teaching. The pro-

CS 200 175

ject later included two additional experienced teacher graduate classes, one in New Materials for English Teachers and one in Modern Poetry. The undergraduate methods class were assured they would all get A's and the only requirement was to design an original project and write a report of it. The graduate classes were conducted as much as possible, considering the experience of the members, like the undergraduate classes. Emphasis in the materials class was in using films and in the poetry class of reading poetry with which the students were unfamiliar. Emphasis was on response rather than on explication. Results of the undergraduate class were encouraging while results of the graduate classes were helpful to some of the experienced teachers. (AL)

ED 068 940

Cooperative Business Education - 7725 (Reinforcing Knowledge of Grammar): Department 48 - Course 7725.08.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Communication Skills, Cooperative Education, *Curriculum Guides, *Grammar, High Schools, Teaching Guides, Writing Skills

Identifiers—*Quinquennial Program

The essential elements of grammar required to write business letters, memorandums, and reports are covered in this quinquennial course. The course consists of a complete grammar review and the learning of proofreading skills for students in the Cooperative Business Education program in Dade County High Schools. Instruction techniques include group discussions, lectures, exercises and reports to be done in class, and the use of audiovisual aids. (RS)

ED 068 941

Eckert, Charles W., Ed.

Focus on Shakespearean Films.

Pub Date 72

Note—191p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (cloth \$5.95, paper \$2.45)

Document Not Available from EDRS.

Descriptors—*Anthologies, Audiovisual Communication, Comedy, Communications, *Dramatics, *Films, Literary Analysis, *Literary Criticism, Mass Media, Sound Films, *Theater Arts, Tragedy

This is an anthology of reviews and critical pieces of the significant and available Shakespearean films made between 1935 and 1966. Included are three general essays on Shakespearean film by Ian Johnson, Henri Lemaitre, and Geoffrey Reeves. The specific films and their reviewers are: A Midsummer's Night Dream (1935) Allardyce Nicoll and Richard Watts; Henry V (1944) James Agee and Bosley Crowther; Hamlet (1948) Mary McCarty and Peter Alexander; Macbeth (1948) Claude Belyie; Othello (1951) Andre Bazin and Michael MacLiammoir; Julius Caesar (1953) P.M. Pasinetti; Romeo and Juliet (1954) P.A. Jorgensen, Roy Walker and Gavin Lambert; Othello (1955) Derek Prouse; Richard III (1955) Constance Brown; Hamlet (1964) Dwight Macdonald, Michael Kustow, Gabriel Pearson and Eric Rhode; Othello (1965) John Simon; The Taming of the Shrew (1966) Carey Harrison; and Chimes at Midnight (1966) Pierre Billard. Following the essays is a bibliography of over 210 films made between 1900 and 1970 and an annotated bibliography of 36 books, reviews, and articles from 1946 to 1967 and seven filmographies from 1957 to 1968. (AL)

ED 068 942

Swinney, Lauren

English for the Business World: 5110.15b.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—49p.; An authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, Business Skills, Business Subjects, *Course Content, Course Organization, Curriculum Design, Curriculum Guides, *Instructional Materials, Job Training, Language Skills, *Office Occupations Education, Office Practice, *Teaching Guides, Tests, Vocational Education

CS 200 181

Identifiers—*Quinmester Program

This course is designed for the students who wish to train for secretarial work, receptionists, or office clerks. It will enable the students to understand and use orally and in writing the terminology and style of language used in most business occupations open to untrained young people seeking part-time employment in the business world. The course outline consists of: I. Performance Objectives; II. Course Content; and III. Teaching Strategies. A small list of pertinent books and audio-visual materials follows the outline. (Author/AL)

ED 068 943 CS 200 182

Ely, Juanita

Effective Business Letters, Business Education: 5128.41.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—25p.; An authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Correspondence, Business Education, Business English, Business Skills, Business Subjects, *Composition (Literary), *Course Content, *Curriculum, *Instructional Materials, Letters (Correspondence), Office Occupations Education, Office Practice, *Teaching Guides, Vocational Education

Identifiers—*Quinmester Program

This course is designed to review business letter parts, placement, and punctuation and to study the qualities of effective business letters; application in the composition of business letters; remittance, order, acknowledgment, general response, claim and adjustment, credit and collection, sales, employment, public relations, and social-business letters, announcements, and invitations. The course outline consists of: I. Course Enrollment Guidelines; II. Course of Study Performance Objectives; III. Course Content; IV. Course Procedures, Strategies, and Suggested Learning Activities; V. Evaluative Instruments; VI. Resources for Students -- a list of 20 books, reference manuals, workbooks, and textbooks published between 1964 and 1971 and a list of drill books, filmstrips, and tapes; and VII. Resources for Teachers -- a list of books, manuals, audio-visual aids, and periodicals. The course appendix includes Suggested Test Items with a key and Directions for Using Zip Codes and State Abbreviations in Addresses. (Author/AL)

ED 068 944 CS 200 183

Miller, Mercer Price, Kay

An Individualized, Non-graded Pilot Study in English for the Under-achiever.

Gulfport Public Schools, Miss.

Pub Date Aug 70

Note—14p.; A report of a ten weeks' program of study in the summer school program of the East Junior High School, Gulfport, Mississippi, June 8 - August 14, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Educational Strategies, English Instruction, *English Programs, Instructional Materials, Language Arts, *Low Ability Students, Low Motivation, *Motivation Techniques, Program Administration, *Program Development, Program Evaluation, Reading Ability, Reading Interests, Student Motivation, Students, *Teaching Methods, Underachievers

The objective of the Gulfport Summer School project was to improve the teaching techniques in the English program so that unmotivated and underachieving students could experience some success. Students were grouped in English classes according to their spelling and language scores on the Stanford Achievement Test, Form X, in classes of from 10 to 12 and into four reading levels on the basis of tests scores on the Stanford Diagnostic Reading Test. Participating teachers were chosen for their ability to deal with students from a low socio-economic level. Results of the project indicated that the combination of small classes, material geared to the interests and abilities of the students, and an atmosphere which encouraged participation and individual progress had produced improvement in language skills. The statistics based on the X & W forms of the SAT scores of the random pilot group are as follows: Spelling +1 Month; Language +6.5 months; Overall +4.5 months. A control group receiving traditional instruction showed the following results: Spelling +0; Language +5.6 months;

Overall +2.8 months. The teachers concluded that a curriculum of this sort should not begin unless provisions are made to continue it for several years and they recommended various ways to set up the program and to carry it out. (Author/AL)

ED 068 945 CS 200 184

McPhail, Augustine H., Comp.

Papers Delivered at the Junior/Senior College English Workshop (Hinds Junior College, February 5, 1972) and the Workshop for English Teachers (University of Mississippi, February 12, 1972) and a Research Paper Outline.

Mississippi State Dept. of Education, Jackson.

Pub Date 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, Course Organization, *Creative Writing, Curriculum Development, Effective Teaching, *English Education, English Literature, *Grammar, High School Curriculum, Language Skills, *Linguistics, Teacher Education, Teacher Workshops, *Teaching Methods, *Workshops

The following are nine papers delivered at the annual workshop for junior and senior college English teachers held at Hinds Jr. College on February 5, 1972: "The Role of Grammar in the Classroom" - Mrs. Elba Patterson; "Grammar in the English Class" - Dr. Gerald Walton; "Creative Writing and Freshman English" - Gordon Weaver; "Attitudes Toward the Term Paper" - Mrs. Pauline Fitzgerald; "The High School Research Paper" - Mrs. Rose Scherck; "English Literature and Captive Sophomores" - Dr. Maria H. Butler; "The Effective English Teacher" - Edward Gordon; "Literature's Credibility Gap" - Harry Wells McCraw; and "Encouraging Sophomores to Enroll in World Literature Classes" - Mrs. Alyne Simmons. (AL)

ED 068 946 CS 200 185

McPhail, Augustine H.

Accountability: Will It Improve Education?

Mississippi State Dept. of Education, Jackson.

Pub Date Apr 72

Note—12p.; Paper presented at the Spring Meeting of the Conference on English Education, Affiliate of National Council of Teachers of English (St. Louis, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Conference Reports, *Educational Accountability, Educational Change, Educational Objectives, *Educational Programs, Instructional Innovation, *Performance Contracts, Program Descriptions, Program Development, Program Planning, Relevance (Education), *School Responsibility, Speech, *Teaching Methods

This is a paper that presents a positive case for the adoption of accountability programs. A brief history of accountability is given. Some important terms relative to accountability are defined. They are: accountability, independent educational accomplishment audit, performance contracting, and educational engineering. Ways in which the accountability program can be successful are listed and some advantages of performance contracting are given. Lastly, expected changes in schools resulting from accountability programs are presented as follows: (1) The teacher role will change from information giver to learning director; (2) Schools will become more open and less group-oriented; (3) Curriculum will be more relevant; (4) Myths can be exposed and eliminated from the schools. Some experiments in accountability are sighted and a bibliography of 23 articles published between 1970-71 is given. (Author/AL)

ED 068 947 CS 200 186

Fryburg, Estelle L.

The Relations Among English Syntax, Methods of Instruction, and Reading Achievement of First Grade Disadvantaged Black Children.

Pub Date 72

Note—327p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,630, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, Disadvantaged Youth, *Educational Research, Language Ability, Language Experience Approach, Lan-

guage Patterns, *Language Research, *Reading Achievement, Reading Difficulty, *Reading Instruction, *Teaching Methods

One hundred native-born, disadvantaged black children were the subject of this study which proposed the following hypotheses: (1) Subjects proficient in spoken language ability would achieve greater gains in reading ability than those deficient in spoken language ability; however, the former group would vary negligibly among subgroups in reading achievement; (2) Those instructed by the language-experience reader method would make greater gains in reading ability than those taught by the basal reader method; (3) Subjects deficient in spoken language ability would make gains in reading when taught by the language-experience method as opposed to the basal method; children proficient in spoken language ability would differ negligibly among subgroups when instructed by either of the above methods. The conclusions of the study were: (1) Disadvantaged black children who demonstrate proficiency in spoken language (standard and non-standard English) will achieve greater gains in reading and arithmetic than their counterparts who show deficiency in spoken language; (2) Children using standard English syntactic patterns will probably achieve beyond groups who do not in reading and arithmetic; and (3) The basal method prepares for reading and word skills better than the language-experience method. (AL)

ED 068 948 CS 200 187

Jones, Morris Val, Ed.

Language Development: The Key to Learning.

Pub Date 72

Note—319p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Ill. 62703 (\$11.75)

Document Not Available from EDRS.

Descriptors—Abstracts, Bibliographies, Early Childhood, Language, Language Ability, *Language Development, *Language Proficiency, *Language Skills, Oral Communication, Preschool Children, Psycholinguistics, Publications, Reading Readiness, *Speech, Speech Education, Speech Handicapped, Speech Therapists

Ways in which young children can and do develop language ability are discussed by experts in this collection of papers written by speech and language professionals. This book is designed to help educators and allied professionals guide children through the process of language acquisition in their early language forming years. Practical information concerns speech and language development, reading readiness, beginning reading instruction, language problems of the culturally deprived, and diagnosis of speech and learning problems. Appendices include abstracts of other papers related to language development, additional data on the effects of psycholinguistics and its implication for speech pathologists, case studies of children with speech problems, and a bibliography for the speech and language clinician. (RS)

ED 068 949 CS 200 188

Hankins, Gretchen C.

Classical Civilization, English, Social Studies: 5114.67.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—35p.; An authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancient History, Classical Literature, *Course Content, Curriculum, English Curriculum, *Greek Civilization, Instructional Materials, *Language Arts, Philosophy, Poetry, *Social Studies, *Teaching Guides, Tragedy

Identifiers—*Quinmester Program
This course will include the study of Greek mythology, philosophy, and drama and analyze their influence on modern man and his ideas. The course outline consists of: I. Performance Objectives; II. Range of Subject Matter; III. Course Content; IV. Teaching Strategies and Learning Activities; V. Student Resources -- a list of books relevant to Greek studies published between 1942 - 1967; VI. Teacher Resources -- includes an annotated list of seven books published between 1948 - 1970 and lists of films, filmstrips/tapes, records, and other visual aids. (Author/AL)

30 Document Resumes

ED 068 950 CS 200 189
Hicks, Vivian H.

Tuning In, Speech: 5114.108.
Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—19p.; An authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Booklists, *Courses, Curriculum Guides, Language Arts, *Oral Expression, Public Speaking, Speech Curriculum, Speech Evaluation, Speech Improvement, *Speech Instruction, Speech Skills, *Teaching Guides, *Verbal Communication

Identifiers—*Quinmester Program

A course designed to aid the student in developing effective skills for critical listening and listening for comprehension of ideas. Clear articulation, effective voice production, acceptable pronunciation, pitch variation, rhythm and phrasing are also practiced for cultural growth and social maturity. The course outline consists of: I. Performance Objectives; II. Course Content; III. Teaching Strategies; IV. Learning Activities; V. Projects (Optional); VI. Student Resources: A. State Adopted Textbooks, B. Supplementary Materials—an annotated list of 19 books, charts, and manuals published from 1945-70; and VII. Teacher Resources—an annotated list of 15 professional books and periodicals from 1955-70. Also included is a list of rental films, filmstrips, and records. (Author/AL)

ED 068 951 CS 200 190

Hillocks, George, Jr.

Alternatives in English: A Critical Appraisal of Elective Programs. ERIC/RCS Information Analysis Series: Group I.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 72
Contract—OEC-0-72-46-36

Note—155p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00251, \$2.45 member, \$2.75 non-member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Composition (Literary), *Elective Subjects, *English Curriculum, English Literature, English Programs, *High School Curriculum, Humanities Instruction, Individualized Curriculum, Language Arts, Literary Genres, Mass Media, Negro Literature, *Secondary School Students, Secondary School Teachers, Student Centered Curriculum, *Student Interests, Thematic Approach

An appraisal of elective programs in the English curricula of American high schools during the last decade is presented. Elective courses are defined as programs at one or more grade levels which allow students to choose courses that appeal to them from a wide variety of offerings. The study is based on data from over 100 programs in 37 states. The examination proceeds from a discussion of the rationales for these programs to examinations of program structures, patterns of course offerings, course designs, methods and results of evaluation. It concludes with a discussion of some of the important problems and promises of elective programs. A bibliography; a list of schools contributing program guides; questionnaire responses and/or other materials; a list of schools to contact for information about their elective programs; and a copy of the questionnaire that was sent to the department chairmen participating in the study are also included. (Author/DI)

ED 068 952 CS 200 192

Hicks, Vivian H.

Oral Decision-Making, Speech: 5114.111.
Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Instructional Materials, *Language Arts, Oral Communication, Speech Education

Identifiers—*Quinmester Program

A course of instruction, including nature and materials of oral decision-making, understanding group dynamics, finding and evaluating facts,

steps in problem solving and organization for various forms of discussion is outlined. Through practice with current problems, students can learn leadership and participation in the process of discussion. Presented are: Performance Objectives; Course Content; Teaching Strategies; Learning Activities; Student Resources; Teacher Resources. (NF)

ED 068 953 CS 200 193

Miller, Harriett P.

Advanced Competitive Forensics, Speech: 5115.130

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Debate, *Instructional Materials, *Language Arts, Oral Communication, Speech Education

Identifiers—*Quinmester Program

An advanced speech course, structured around individual needs of students with some experience in interscholastic competition is outlined. Individual interests and skills development in interpretative speaking, original oratory, extemporaneous speaking, and legislative debate are pursued. Presented are: Performance Objectives; Course Content; Teaching Strategies; Learning Activities; Student Resources; and Teacher Resources. (Author/NF)

ED 068 954 24 CS 200 203

Ehrenkranz, Eleanor

A Study of the Responses of High School Students to Poetry in Three Differently Directed Situations and the Relationship of the Responses to Sex and Reading Level. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-I-B-069

Pub Date Jun 72

Grant—OEG-2-710069

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Affective Behavior, *Cognitive Development, Content Analysis, *High School Students, Impressionistic Criticism, *Literary Styles, Literature, Moral Criticism, *Poetry, Reading Level, Sex Differences, Statistical Analysis, Teaching, Thematic Approach

This study investigated responses by fifteen- and sixteen-year-old students to poetry in three interview situations—actively-oriented, cognitively-oriented, or nondirective—and the relationship of the responses to interview method, sex, and reading level. The responses were assigned to the five categories of Personal Association, Moral Judgment, Thematic Interpretation, Technical Approach, and Factual Narration. The conclusions of the study, derived from statistical interpretation of response frequencies and directive method, indicated that prereading orientation in a specific direction narrowed the students' responses, while nondirective treatment, allowing the student freedom to structure his own reactions to poetry, widened the frequency of responses in many categories. The conclusions were seen to have implications for teaching, and to suggest problems for further research. A selected bibliography is included. (Several pages may be light.) (Author/DI)

ED 068 955 CS 200 204

Murray, John

Comedies and Mysteries for Young Actors. A Collection of One-Act Royalty-Free Plays for Teenagers.

Pub Date 72

Note—339p.

Available from—Plays, Inc., Publishers, 8 Arlington Street, Boston, Mass. 02116 (\$8.95)

Document Not Available from EDRS.

Descriptors—Acting, Books, Comedy, *Creative Writing, Drama, *Dramatics, Literary Genres, *Production Techniques, *Scripts, Teenagers, *Theater Arts

Identifiers—*One Act Plays

A collection of sixteen one-act royalty-free plays for teenagers, including detailed directions for costuming and staging, is presented. The variety of the dramatic material makes the plays suitable for production by drama classes, amateur theatre groups and drama workshops. The plays appear in one of the two parts of the book: I. Comedies, and II. Mysteries. (NF)

ED 068 956 CS 200 205

Boiko, Claire

Plays and Programs for Boys and Girls. A Collection of Thirty Royalty-Free One-Act Plays for Young Players.

Pub Date 72

Note—306p.

Available from—Plays, Inc., Publishers, 8 Arlington Street, Boston, Mass. 02116 (\$8.95)

Document Not Available from EDRS.

Descriptors—Acting, Books, Comedy, *Creative Activities, Creative Writing, Drama, *Dramatics, Flexible Classrooms, Literary Genres, Production Techniques, *Scripts, Team Teaching, *Theater Arts

Identifiers—*One Act Plays

A collection of thirty royalty-free one-act plays for young players, using a wide range of dramatic forms, imaginative settings and colorful characters, is presented. A variety of subjects is included in these comedies, dramas, spoofs and programs: science fiction, ecology, history, storybook classics, and glimpses into life and folklore of other lands. Using broad ranges of talents and age groups, it is particularly useful for schools with an open-classroom or team-teaching approach. (NF)

ED 068 957 CS 200 207

Curriculum Guide for the Language Arts: Kindergarten - Grade 6.

Darien Public Schools, Conn.

Pub Date 71

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Composition (Literary), *Curriculum Guides, *English Curriculum, Handwriting Instruction, Kindergarten, *Language Arts, Language Development, Listening Skills, Literature Appreciation, Oral Expression, Primary Grades, Secondary Grades, Spelling Instruction, *Student Centered Curriculum, Teaching Guides

Identifiers—*Roberts English Series

A curriculum guide for the language arts program, grades kindergarten through 6, of the Darien, Connecticut, Public Schools is provided. The guide contains the following sections, which are color coded to indicate whether they are appropriate for Grades kindergarten through 6, kindergarten through 3, or grades 4 through 6: (1) The Student Centered Curriculum, (2) The Roberts English Series, (3) Composing (Listening and Viewing, Talking Up, Acting Out, and Writing), (4) Handwriting, (5) Spelling, and (6) Literature. A subject index to the guide is provided. (DB)

ED 068 958 CS 200 208

Klingberg, Göte Agren, Bengt

Objectives Stated for the Use of Literature at School, An Empirical Analysis. Part II: Appendices.

Gothenburg School of Education (Sweden).

Pub Date May 71

Note—233p.; Research Bulletin No. 9

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, *Bibliographic Citations, Classification, *Educational Objectives, *Educational Research, Elementary Grades, *Literature, *Literature Reviews, Resource Materials, Secondary Grades

Identifiers—*Project LIGRU

The appendices to a report on the LIGRU Project, which deals with the reading of literature at comprehensive school level and comprises a goal analysis of the objectives of instruction, both in and with the help of literature, are provided in this volume. The comprehensive school is the Swedish compulsory nine-year school for pupils between 7 and 16 years of age. Appendix A provides bibliographic citations, cross-referenced to goal description in Appendix B, from the literature of Sweden, Austria, Bulgaria, Denmark, East Germany, Finland, Great Britain, Iran, Norway, Soviet Union, USA, and West Germany. Appendix B provides extracts from the sources in Appendix A, as well as derived goal descriptions. (For related document see ED 059 216, Part I of the report.) (DB)

ED 068 959 CS 200 209

Rice, Frank M.

English and Its Teaching.

Pub Date 72

Note—98p.

Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501 (\$1.75)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, Censorship, Effective Teaching, English, English Curriculum, English Education, *English Instruction, Individualized Instruction, Instructional Media, *Language Instruction, *Literature, *Secondary Education

This book is addressed to the student who is preparing to teach English in the high school or to the young teacher in his first years of teaching. The first chapter discusses the components of a commitment to the teaching of English and the responsibilities the teacher faces in the teaching of language, literature, and composition. The subsequent four chapters are concerned with the revolt against traditional English programs and with new developments in the curricula and the teaching of literature, language, and composition. The final chapter deals with six topics: (1) the English teacher and censorship, (2) the English teacher and the NCTE, (3) the English teacher and the Dartmouth Conference, (4) the English teacher and media resources, (5) the English teacher and the individualized curriculum, and (6) the English teacher and his preparation. A bibliography is included. (DI)

ED 068 960 24 CS 200 210

Golub, Lester S. And Others

Items to Test Level of Attainment of Language Arts Concepts by Intermediate-Grade Children. Working Paper No. 60.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—78p.; Report from the Project on a Structure of Concept Attainment Abilities and the Quality Verification Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Connected Discourse, Discourse Analysis, Elementary Education, English Curriculum, Grammar, *Intermediate Grades, *Language Arts, Language Skills, *Sentences, Sentence Structure, Structural Analysis, Syntax, *Word Study Skills

This working paper presents a twelve-part paradigm for testing the level of concept attainment in language arts. Items were selected for three topics: words, words in sentences, and connected discourse. Within each topic concepts presented in the middle elementary grades were identified, and ten concepts were randomly selected for each topic. Each concept was analyzed to determine its intrinsic attributes, definition, examples, supraordinate and subordinate concepts, and its relationship to another selected concept. Twelve items, one matching each task in the schema, were developed for each concept. The items were presented in the form resulting from item-tryouts and revision. An appendix provides a key to the correct answers for these items. (Author/DI)

ED 068 961 24 CS 200 211

Golub, Lester And Others

Selection and Analysis of Language Arts Concepts for Inclusion in Tests of Concept Attainment. Working Paper No. 59.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—98p.; Report from the Project on a Structure of Concept Attainment Abilities

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Connected Discourse, Discourse Analysis, Elementary Grades, English Curriculum, *Grade 4, Grammar, *Language Arts, Language Skills, Learning Processes, Semantics, Sentence Structure, Structural Analysis, *Word Study Skills

The procedures used to develop a list of concepts taught in fourth-grade language arts are described. Thirty concepts from the list were randomly sampled and then analyzed. Analysis consisted of listing examples and non-examples, relevant and irrelevant attributes, subordinates and supraordinates, and a definition and principle for each concept. Based upon these analyses, items were written to test the attainment of each of the 30 concepts at twelve different levels. The items

represent the application of a test-item model that prescribes the levels at which a concept can be tested. Analyses of the 30 selected concepts and illustrative examples of test items are presented in this paper. Two appendices are included, the first concerning logical analyses of language arts concepts regarding words, and the second concerning logical analyses of language arts concepts regarding word in sentences. (Author/DI)

ED 068 962 CS 200 212

Singleton, Clifford G. Rice, Paul

Language and Behavior. English: 5114.35

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Behavior Patterns, Cultural Education, Curriculum Guides, Grammar, Language Enrichment, *Language Guides, *Language Instruction, *Language Role, Language Universals, Language Usage, Literature, Psycholinguistics, *Secondary Education, Sociolinguistics, *Symbolic Language, Unwritten Language

Identifiers—*Quinmester Program

This course involves an approach to language study dealing with the psychology, the process of abstraction, and the levels of the meaning of language. The objectives of the course include demonstrating an understanding of: (1) the origin and nature of language, (2) the process by which language changes and develops, (3) the abstract nature of the thought and language process, (4) symbology and the levels of meaning of language, (5) the psychology of language and how it affects behavior, and (6) the psychology of language and how it affects culture. It is believed that the course is important because language is a unique tool enabling man to create culture. Since language is a system of symbols and human behavior is a response to symbols, the study of the nature of language is intertwined with the study of human behavior and with the effect of language on the civilization of man. Numerous teaching strategies and a bibliography of student and teacher resources, including textbooks, supplementary material, films, records, filmstrips, and slide-record sets, included. (Author/DI)

ED 068 963 CS 200 213

Knowles, Marlene

Creative Writing: Informal Prose, English: 5111.38.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autobiographies, Biographies, Composition (Literary), *Creative Writing, *Curriculum Guides, Descriptive Writing, Essays, Instructional Materials, Mass Media, Prose, *Secondary Education, *Student Writing Models, Workshops, *Writing, Writing Exercises

Identifiers—*Quinmester Program

This study describes a workshop course for high school students interested in writing articles, biographies, and humorous essays. Emphasis is on form and content, with special attention to the development of individual styles. Course objectives for the student include: (1) imitating various sentence structures, paragraph constructions, and unique styles, (2) writing biographical and autobiographical anecdotes, sketches, and longer prose pieces, (3) writing biographical articles about real and created people or inanimate objects, (4) writing informal articles examining and thoughtfully responding to sensory perceptions, (5) formulating thoughts, emotions, and reactions into short articles, (6) composing humorous responses to various media stimuli in the form of articles, drama, films, collages, or essays, and (7) creating humorous cartoons, comic strips, or essays. Various teaching strategies, including discussion questions, media presentations, readings, field trips, and publication of a literary magazine are included. A bibliography of student-teacher resources is also provided. (Author/DI)

ED 068 964 CS 200 214

Lamb, Barbara

Symbology, English, Vocabulary: 5114.69.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, Communication Skills, *Curriculum Guides, Figurative Language, Graphic Arts, *Nonverbal Communication, *Secondary Education, Semantics, Semiotics, Sign Language, Symbolic Language, *Symbolism, Symbols (Literary), Verbal Communication, Vocabulary

Identifiers—*Quinmester Program

This monograph outlines a course in the study of nonverbal or graphic symbols in communication, of language as symbols and of symbols within language. Performance objectives for the students are: (1) giving examples of the use of nonverbal and/or graphic communication symbols; (2) deducing that people assign different meanings to the same word and confuse the symbol with reality; (3) interpreting the role of figurative language in communication; and (4) analyzing symbolic elements in language and the confusion of symbol with reality. The rationale for the course is that, since many people tend to confuse symbols with reality, study of both verbal and nonverbal symbols may lead to clearer communication. Numerous teaching strategies for each of the performance objectives are supplemented with a bibliography of student and teacher resources: textbooks, Dade County films, rental films, filmstrips, records, slide-tapes, audiotapes, transparencies, contemporary films, professional books, and periodicals. (Author/DI)

ED 068 965 CS 200 215

The Novel, Language Arts, English, World Literature: 5114.56.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—56p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Reading, *Curriculum Guides, Eighteenth Century Literature, Fiction, Formal Criticism, Historical Criticism, Literary Criticism, *Literary Genres, *Literature Appreciation, Nineteenth Century Literature, *Novels, *Secondary Education, Teaching Guides, Twentieth Century Literature

Identifiers—*Quinmester Program

This course outline for the study of novels by representative writers of the eighteenth, nineteenth, and twentieth centuries emphasizes the various novelistic forms. Study objectives include: (1) explanation of how psychological elements motivate characters; (2) explanation of how sociological factors influence characters and situations; (3) discrimination between historical and nonhistorical elements; (4) classification of a novel according to one of the following forms: detective, sentimental, novel of manners, regional, picaresque, Gothic, epistolary, and autobiographical. The course rationale is that vicarious experiences will help the student to better understand himself. A list of numerous teaching strategies is supplemented by an extensive bibliography of teacher and student resources: textbooks, supplementary materials, reference materials, professional books, periodicals, and films. (Author/DI)

ED 068 966 CS 200 216

Riley, Wallis H.

Writing for the Reader, Journalism, English: 5113.65.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, High School Students, *Journalism, Language Skills, Language Usage, Mass Media, *Newspapers, Nonverbal Communication, *Press Opinion, School Newspapers, *Secondary Education, Symbolic Language, Writing Skills

Identifiers—*Quinmester Program

A journalism writing course which trains students in techniques of newsgathering and reporting, emphasizing objectivity, accuracy, clarity, and journalistic style, is described. The objectives of the course include: (1) recognition of nonverbal cues transmitted by a speaker; (2) description of conveyed meanings of emotive language in news articles from different newspapers treating the same subject; (3) differentiation of statements of fact and opinion; (4) analysis of selected aspects of news coverage from a daily newspaper;

(5) discrimination of news items of various constructions; (6) construction of samples of the various types and structures of news stories; (7) prediction of reactions to slanted news presentations; (8) evaluation of news items by standards set up by the class; and (9) synthesis of the student's knowledge through generation of a class newspaper. A rationale for the course, numerous detailed teaching strategies, and a bibliography of student and teacher resources, including textbooks, reference materials, books, magazines, and films, is included. (Author/DI)

ED 068 967 24 CS 200 217
Hakes, David T.

On Understanding Sentences: In Search of a Theory of Sentence Comprehension. Final Report.

Texas Univ., Austin. Dept. of Psychology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-0-0337
Pub Date Oct 72
Grant—OEG-0-70-3450(508)
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Cognitive Processes, *Comprehension, Grammar, Lexicology, Linguistics, Phenomena, *Psycholinguistics, *Sentences, *Sentence Structure, Speech, Structural Analysis, *Transformation Generative Grammar Identifiers—*Sentence Comprehension

A heuristic strategy model of sentence comprehension, similar to ones suggested by Bever, Fodor and Garrett, is discussed, with the focus on the conceptual characteristics of such a model and on relevant research. Briefly, the model assumes that a speech perception device constructs a representation of a heard sentence corresponding roughly to a written transcript. This representation is then scanned for cues to the sentence's underlying grammatical relations and lexical content. The model claims that structural hypotheses are formulated while material within a clause is being processed and that a structure is assigned at the end of the clause regardless of whether sufficient information is available to determine that assignment unambiguously. Research on the following topics is discussed: the nature of the cues used in inferring structural relations, the time of formulation of structural and lexical hypotheses, and the question of whether and how prior context may restrict the set of hypotheses considered. Methodological problems with tasks such as phoneme monitoring, probe latency and sentence completion are raised. Present evidence is too equivocal to support firm conclusions about comprehension processing, but suggestions are made for further research. (Author/DI)

ED 068 968 24 CS 200 218
Williams, Robert I. Nattinger, James R.
Determination of Criteria to Measure English Language Responsiveness. Final Report.

Oregon State Univ., Portland.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No.—BR-1-J-011
Pub Date Aug 72
Contract—OEC-X-71-0023(057)
Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*College Students, Deep Structure, Dialects, Discourse Analysis, Grammar, Language Ability, *Language Research, *Language Skills, *Linguistics, Semantics, Sentences, Sociolinguistics, Syntax, Test Reliability, Tests, Test Validity, *Written Language

The purpose of this study was to locate those measurable criteria of responsiveness to language which have not been utilized to any significant extent in standardized tests. The project involved creating a testing instrument, reviewing of the instrument by a panel of experts, and applying the resultant test to a small population of college students and to a criterion group of acknowledged sensitive users of English. By means of pre- and post-test, comparison was made between the performances of students and members of the criterion group. Reliability and validity studies were made of the results. Though the test was necessarily crude, it was found that certain areas of linguistic response warranted serious consideration in the development of future language competency tests: sociolinguistic and semantic context, deep structure of word-groups and sentences, primary factors of extended discourse,

and, possibly, organization of extended discourse. (Author)

ED 068 969 CS 200 219
Manchikes, Alice, Ed.
The Role of the High School Newspaper: Problems and Solution.

Kentucky Council of Teachers of English, Louisville.
Pub Date 72
Note—26p.
Journal Cit—Kentucky English Bulletin; v22 n1 p7-28 Fall 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Administrator Attitudes, Civil Liberties, Cocurricular Activities, *High School Curriculum, High School Students, Journalism, *Press Opinion, Principals, *School Newspapers, School Publications, *Secondary Education, Secondary School Teachers, *Student Rights, Student School Relationship

The question of whether a high school newspaper should act as a voice of official school opinion or should be an organ of dissent is discussed. A student editor argues that the school administration should recognize the students' right to freedom of the press. A teacher-sponsor argues that the newspaper should be part of the curriculum, acting both as a public relations medium and a voice of student opinion. A principal argues that the newspaper can be an expression of the students' search for truth, but that a line needs to be drawn between freedom of the press and the freedom to disrupt orderly educational processes. A librarian argues that if responsible dissent were encouraged by administrators there would be no need for underground newspapers. The Attorney General of Kentucky states that school publications are free to express opinion as long as it is not libelous, obscene, pornographic, inflammatory, or disruptive of school activities. To help schools solve this problem, a journalism curriculum guide for use in various courses is discussed. (DI)

ED 068 970 CS 200 220
Saxby, H. M.
A History of Australian Children's Literature, 1941-1970.

Pub Date 71
Note—316p.
Available from—Wentworth Books Pty. Ltd., 48 Cooper Street, Surry Hills, Sydney, 2010 Australia (\$10 Australian, \$12.20 American)

Document Not Available from EDRS.
Descriptors—Adolescents, *Australian Literature, *Childrens Books, Didacticism, *Fiction, Literary Genres, *Literary History, Literature Appreciation, Reading Interests, Recreational Reading, Thematic Approach, Twentieth Century Literature

This book is a systematic examination of the range of fiction available to Australian children from 1941 to 1970. The author not only provides a guide for parents, teachers, librarians, and students who are discovering that there is a considerable body of Australian fiction for children, but he also outlines possible trends and patterns that are likely to occur. The first chapter discusses the social, educational, and literary background of this period, and subsequent chapters discuss five categories of children's stories—adventure, family stories, fantasy, bird and beast, and aborigines and race relations. The author concludes that an increasing number of Australian Children's books which meet contemporary needs and interests of children are being written. Two supplementary chapters by Marjorie Cotton, "Books for the Very Young Child" and "In-Between Books," a chronological bibliography, and an index are included. (See related document CS 200 221.) (DI)

ED 068 971 CS 200 221
Saxby, H. M.
A History of Australian Children's Literature, 1841-1941.

Pub Date 69
Note—212p.
Available from—Wentworth Books Pty. Ltd., 48 Cooper Street, Surry Hills, Sydney, 2010 Australia (\$8.00 Australian, \$10.20 American)

Document Not Available from EDRS.
Descriptors—Adolescents, *Australian Literature, *Childrens Books, Didacticism, *Fiction, Literary Genres, *Literary History, Literature Appreciation, Nineteenth Century Literature,

Reading Interests, Recreational Reading, Thematic Approach, Twentieth Century Literature

This book is a systematic examination of the range of fiction available to Australian children during the first one hundred years of the nation's existence, 1841-1941. The author discusses books written either by Australians or visitors and published in Australia and books set in Australia but published overseas. He places these books within the context of prevailing social and educational conditions of various historical periods and assesses primarily those books that meet the needs and interests of children. These needs and interests are discussed within both psychological and sociological contexts. The author finds that early Australian children's books tended to be didactic, but that later books better met the defined needs and interests of children. A chronological bibliography and an index are included. (See related document CS 200 220.) (DI)

ED 068 972 CS 200 222
Berger, Allen Smith, Blanche Hope
Measure for Measure. Classroom Practices in Teaching English, 1972-1973.

National Council of Teachers of English, Urbana, Ill.
Pub Date 72

Note—123p.; Tenth Report of the Committee on Classroom Practices
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00876, \$1.75 member, \$1.95 non-member)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—College Curriculum, Composition (Literary), *Course Evaluation, Educational Accountability, Elementary Education, *English Instruction, *Evaluation, Evaluation Methods, Intelligence Tests, *Measurement, Secondary Education, Self Evaluation, Speech Evaluation, *Student Evaluation, Teacher Evaluation, Universities

The 1972-1973 issue of "Classroom Practices in Teaching English" focuses on the topic of the evaluation of student performance. The 42 articles and statements describe ways to measure reading, writing, and speaking. The writers are teachers in elementary and secondary schools, colleges and universities. About half of them are identified with English teaching and the remainder more generally with education. The writers focus on large and small groups and individuals; they discuss the average, gifted, and slow students. Some also discuss the evaluation of teachers. The writers also try to clarify tests, measurement, evaluation, grading and reporting, and research and development. Some articles are concerned with performance contracting and educational accountability. An appendix of NCTE position statements relating to evaluation is also included. (Author/DI)

ED 068 973 CS 200 223
Purves, Alan C. Beach, Richard
Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 72
Note—215p.; Final Report to the National Endowment for the Humanities, Sept. 1969-Jan. 31, 1972

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 36918, \$3.50 member, \$3.90 non-member)

EDRS Price MF-\$0.65 HC-\$9.87
Descriptors—Affective Behavior, *Literature, *Literature Appreciation, Reading Ability, *Reading Interests, *Reading Research, Student Teacher Relationship, *Teaching

A review of research in the three areas of response to literature, reading interests, and the teaching of literature is presented. Each category of study is discussed in a separate chapter, with a bibliography included at the end of the chapter. In evaluating each study, the authors focus on the question with which it deals and its conceptual design more than on the statistical treatment used. The authors divide their comments and questions into ten areas and state that all areas point to the complexity of the process of reading

literature and the need to show the interworkings of the process. They also conclude that the processes of reading and literary response involve complex relationships among the reader, the literary work, and the situation of reading. Abstracts of some of the most significant studies dealing with the nature of the literary response and related to the teaching of literature are included in an appendix. (Author/DI)

ED 068 974 24 CS 200 224
Lesgold, Alan M.

Effects of Pronouns on Children's Memory for Sentences.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date 72

Contract—OEC-4-10-158

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, Children, *Comprehension, *Integrated Activities, *Memory, *Pronouns, Retention, Surface Structure

Do children integrate pronoun sentences in memory as adults seem to do, i.e., processing anaphoric reference between two propositions into a form in which their common element is represented only once (jointly) for the two propositions? Data from two experiments involving third and fourth grade students revealed that a few very vivid sentences were integrated, which suggests that the ability to integrate anaphorically linked propositions precedes the ability to analyze all clauses into forms that are appropriate operands for the integration function. The subjects knew the anaphoric structure but could not process individual propositions to the point where the rules applied mediated memory. Furthermore, when the sentence subjects were repeated rather than pronominalized, the sentences were not uniformly integrated in memory. This inability to integrate sentence memory representations was attributed to short memory limitations that prevented successful anaphora resolution. (HS)

ED 068 975 CS 200 225

Gray, Desmond P. And Others

Minority Groups in America, English: 5112.47.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Culture, *Curriculum Guides, *English Programs, *Ethnic Groups, Fine Arts, Literature, *Minority Groups, Music, *Secondary School Students, Social Studies, United States History

Identifiers—*Quinquennial Program

This course outline proposes that an examination of the heritage and contributions of ethnic and minority groups will help students better understand American culture. It also suggests that investigations into historical immigrations, geographic settlements, literature, fine arts, and music will reduce prejudice and discrimination. The subject matter of the course includes study of definitions of minority and ethnic groups, minority stereotypes, the historical backgrounds and characteristics of American minority groups, minority group contributions to American culture, characteristics separating minorities from dominant social majorities, contemporary status of minority and ethnic groups, and the progress of and restraints upon minorities today. Numerous suggested teaching strategies to fulfill the course objectives are proposed, and a bibliography of student and teacher resources is included. (Author/DI)

ED 068 976 CS 200 226

Purvis, Alan C., Ed.

How Porcupines Make Love: Notes on a Response-Centered Curriculum.

Pub Date 72

Note—217p.

Available from—Xerox College Publishing, Xerox Education Group, 191 Spring Street, Lexington, Mass. 02173 (\$4.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, College Instruction, Composition (Literary), Creative Development, *Discovery Learning, Discussion (Teaching Technique), Dramatic

Play, Educational Objectives, *English Curriculum, *English Education, Film Study, Secondary Grades, *Student Centered Curriculum

These "notes on a response-centered curriculum" specify four objectives of an English program in the schools. In the program an individual is to trust himself; get to know himself; recognize his differences from others; and recognize his similarity with others. After an overview of the response-centered English curriculum, chapters are devoted to: (1) the structure of the classroom, (2) means of furthering classroom discussion, (3) ways of approaching films and other moving media, (4) student expression through visual (graphic) symbols, (5) ways of using classroom drama to enhance literature, (6) assignments which stimulate student writing, and (7) evaluation methods suited to the response-centered curriculum. A bibliography is included. (Author/DD)

ED 068 977 CS 200 227

Stern, Arthur Alan

Semantic Analysis: A "Reading" Approach to the Teaching of Composition.

Pub Date 72

Note—185p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,527, MF \$4.00, Xeroxography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Persuasive Discourse, Problem Solving, *Research, Rhetoric, *Semantics, *Structural Analysis

Identifiers—*Propositional Analysis

This dissertation outlines and demonstrates a method of analyzing full-length argumentative essays from a semantic point of view. As a method, semantic analysis is based on a theory which defines composition as a multi-leveled and multi-dimensional problem-solving process. According to the theory, the writer must be capable of making intelligent choices at three distinguishable levels (invention, arrangement, and style), and in three dimensions (the semantic, the pragmatic, and the syntactic). Two related techniques of semantic analysis are outlined: propositional analysis explores the relations between proposition and proof, argument and evidence; structural analysis uses the findings of propositional analysis to discover the organizational plan. To demonstrate these techniques, three articles published in "Harper's Magazine" are subjected to semantic analysis. Each of the three authors writes about a different topic in a different organizational pattern; all three articles are instances of contemporary American argumentative prose. (Author/WR)

ED 068 978 CS 200 228

English as Exploration: A Personalized Approach to Teaching 1 English I and 2 English I.

Evanston Township High School, Ill.

Pub Date Aug 69

Note—50p.

Available from—Office of the Assistant Superintendent, Evanston Township High School, 1600 Dodge Avenue, Evanston, Illinois 60204 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Cognitive Objectives, *Creative Teaching, *Curriculum Guides, Drama, *English Programs, *High School Students, Literature Appreciation, *Personal Growth, Reading, Student Teacher Relationship, Teaching, Writing

This 1969 curriculum guide in creative English presents a personalized approach to teaching high school English. The authors suggest that such a course begin by encouraging students to talk with one another and to engage in dramatic improvisation. These activities may then form a creative basis for later projects in writing and reading. The units on talk and drama, writing, and reading are provided with cognitive and affective objectives, seminar activities, large group activities, and discussions of the role of the teacher. The authors conclude with guidelines for evaluating the teaching of talk and drama, writing, and reading. They argue that one of the basic principles of this evaluation should be the belief that learning is deeper, more lasting, and more useful if the gap between intellectual perceptions and emotional attitudes can be bridged. Included are a bibliography and appendices discussing some

large group activities in English classes; some suggestions for combining music, art, and literature; a list of slides; a list of films; a list of recordings; and a list of titles ordered for an outside reading program. (Author/DI)

ED 068 979 CS 200 229

Fisher, Margery

Matters of Fact: Aspects of Non-fiction for Children.

Pub Date 72

Note—488p.

Available from—Thomas Y. Crowell Co., Subs. of Dun & Bradstreet, Inc., 666 Fifth Avenue, New York, N.Y. 10019 (\$11.95)

Document Not Available from EDRS.

Descriptors—*Children, *Childrens Books, Educational Needs, *Information Needs, Information Sources, Instructional Materials, *Reading Interests, Reading Level, Reading Materials, *Reading Material Selection

Identifiers—*Nonfiction

This 488-page book is a discussion of and a guide to children's non-fiction. A non-fiction book is defined as one which communicates facts and ideas, though the writer argues that it is sometimes difficult to distinguish between fiction and non-fiction. She first discusses the major types of non-fiction (or informational) books, which include single subject, multiple subject, biographical, and career books. She then selects a number of themes representing various fields of knowledge and a wide range of children's interests at different ages. Within each of the four major types of children's books, the author develops criteria for evaluating non-fiction books and typical subjects therein. A bibliography is included at the end of each chapter. (Author/DI)

ED 068 980 CS 200 230

English for Young School Leavers.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date May 72

Note—15p.

Journal Cit.—Teaching English—CITE Newsletter; v5 n3 p4-17 May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assignments, Composition (Literary), Curriculum Design, Discussion (Teaching Technique), *English Curriculum, Integrated Activities, *Lesson Plans, *Secondary Education, Teaching Methods, *Thematic Approach

Identifiers—Great Britain, *Young School Leavers

Teachers wanting to translate principles into classroom practice are the intended audience for these sample lessons from an English program for young school leavers, i.e., students 11-16 years old. Divided into three approaches (single units, short themes, and longer themes), these samples are drawn from portfolios assembled in workshops held in Dundee, Ross, Cromarty, Banffshire, Stornoway, Dumfriesshire, Kirkcudbrightshire, Wigtownshire, and Edinburgh. Each individual unit is outlined according to input element, aims of a unit, suggested lines of development, treatment, suggested points for discussion, assignments, and notes to the teacher. Some of the themes dealt with in the 14 samples include loneliness, blind dates, social prejudice, emotion and violence, irresponsibility and waste, a woman's place, etc. The three approaches offered do not cover all the work a full curriculum would need to encompass, but the basic principles may still apply. (HS)

ED 068 981 CS 200 231

Norwick, Kenneth P.

Pornography: The Issues and the Law. Public Affairs Pamphlet No. 477.

Public Affairs Committee, Inc., New York, N.Y.

Pub Date Apr 72

Note—28p.

Available from—Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016 (\$0.25)

Document Not Available from EDRS.

Descriptors—*Censorship, Federal Laws, *Public Affairs Education, Public Education, Public Opinion, *Sex (Characteristics), *Social Attitudes, *Supreme Court Litigation

Identifiers—*Pornography

This pamphlet, one of a series published by the Public Affairs Committee, presents an overview of some of the legal and social issues raised about pornography and obscenity. (The author regards

these two terms as synonymous.) The pamphlet first presents a brief history of the censorship of books in England, the American colonies, and the United States. He then focuses on the various twentieth century Supreme Court decisions concerning pornography. He finds that as of early 1972 there was no single definition of what may be suppressed as obscene; because of this confusion police and prosecutors are often reluctant to bring obscenity cases to court. Legally, the manner of distribution of pornography may be just as important as the content. Children, in particular, the pamphlet argues, are to be protected from the obscene. An individual should have the right not to be confronted with obscenity, but he should have the right to read and view whatever he pleases in the privacy of his own home. It may still be a crime under some circumstances, however, to produce, transmit, or sell pornographic materials, even if only to the adult who wants to read or view them in the privacy of his own home. (DI)

ED 068 982

CS 200 232

Roberts, Geoffrey R.

English in Primary Schools.

Pub Date 72

Note—129p.

Available from—Routledge & Kegan Paul, 9 Park Street, Boston, Mass. 02108 (\$5.00 cloth, \$2.00 paper)

Document Not Available from EDRS.

Descriptors—Class Size, Communication Skills, Drama, *Effective Teaching, *Elementary Education, English, *English Education, Handwriting, Language Development, *Oral Communication, Poetry, Spelling, Teaching Methods, *Writing Skills

The author describes the teaching of English in the primary schools in Great Britain. He argues that the conscious development of spoken English may contribute to the improvement of written English. He also states that oral language cannot be separated from written language and that written English can develop only out of its oral form. Accordingly, oral language can develop only in a context which is interesting to the child and compatible with his mental capabilities. The teacher can improve oral and written standards of communication not only when in his role as instructor, but also as class participant. The author also argues the necessity of teaching individual and small groups of children; and he describes, within the context of large classes, the types of classroom organization which can achieve this form of instruction. (DI)

ED 068 983

CS 200 233

Ganz, Joan Safran

Rules: A Systematic Study. (Janua Linguarum Series Minor 96.)

Pub Date 71

Note—144p.; Published by Mouton, The Hague
Available from—Humanities Press, Inc., 450 Park Avenue South, New York, N.Y. 10010 (\$6.75 paper)

Document Not Available from EDRS.

Descriptors—Descriptive Linguistics, Games, *Language Patterns, Language Universals, *Philosophy, Scientific Principles
Identifiers—*Philosophical Rules

Rules in this study are limited to linguistic entities which are said to have truth value, to be followable and prescriptive, to have been adopted and remain in force until unadopted, and to be conditional. The concern is with the nominal referential use of rules rather than their verbal use. The book is divided into four sections. The first examines rules and descriptions; the second examines the relation of rules to games; the third contrasts rules with scientific laws; and the fourth section relates rules to the native speaker. Three appendices are provided, i.e., Everyday Confusions, Some Questions for Behaviorists, and To What Does "Rule" Always Refer? (HS)

ED 068 984

CS 200 234

Jacobson, Rodolfo, Ed.

Studies in English to Speakers of Other Languages and Standard English to Speakers of Non-Standard Dialect. Monograph No. 14.

New York State English Council.

Pub Date Apr 71

Note—194p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 12765, \$4.25 non-member, \$4.00 member)

Journal Cit—The English Record; v21 n4 Apr71

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Applied Linguistics, Attitudes, Bilingualism, *Cultural Awareness, *Cultural Pluralism, Curriculum Development, Dialects, *English (Second Language), Social Dialects, *Ten1

Suggesting that America should strive for linguistic and cultural pluralism, this special issue gathers in one place the latest thoughts of scholars on topics related to the concept of cultural pluralism, i.e., English to speakers of other languages (ESOL) and standard English to speakers of a nonstandard dialect (SESOD). Kenneth Croft, James Ney, John Fisher, Mary Finocchiaro, among others, contributed articles to the ESOL section, which groups materials into three categories—Cultural Differences, Bilingualism, and Curricular Innovations. The SESOD section, however, groups materials under Attitudes, The Historical Perspective, and Contrastive Dialectology. Contributors to the SESOD section included Robert Cramack, Ralph Fasold, Kenneth Goodman, J. L. Dillard, and William Stewart. Both sections urge the teacher to explore the cultural background of students, to accept their language or dialect as a valid linguistic system, and to see in their diversity the strength of American society. Ralph Fasold's review of "Language and Poverty" by Frederick Williams concludes the anthology and stresses once more the adequacy of the difference model, a position held by the authors whose articles appear in this issue. (HS)

ED 068 985

CS 200 235

Weathers, Winston And Others

[Composition Programs for Secondary Schools.]

Pub Date [70]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, Communication Skills, *Composition Skills (Literary), Curriculum Design, Curriculum Development, Curriculum Evaluation, Descriptive Writing, *Experimental Curriculum, Expository Writing, Mass Media, *Secondary Education, Self Evaluation, *Student Centered Curriculum, *Teacher Improvement, Teacher Influence, Writing

Three articles describe three programs for the improved teaching of prose composition. Winston Weathers in "Prose Composition and Modern Awareness" (from "Oklahoma English Bulletin," 1968) argues that English teachers need to be more innovative in the teaching of composition and more willing to accept a variety of writing habits, procedures, and behaviors. They should also accept new categories of rhetoric and style, the principle of disjunctive writing, and more involvement in real life. Neil Puhl in "Specified Behavior" (from "Iowa English Yearbook," 1970) describes a composition program consisting of pretests, preassignment objectives, writing assignments based on performance objectives, duplication of some of these writings, peer group evaluation of the writings, student self evaluation, and student-teacher conferences. Frank Mancel in "Reversing the Process" (from "The Leaflet," 1969) describes some weaknesses of the La Mancha Project's first year, which was designed to study the writing process, both in composing and communicating. He then notes that the coming year will see more emphasis placed on studying the mass media and on encouraging the students to use their writing for self-examination. (Author/DI)

ED 068 986

CS 200 236

Farrell, Edmund J. Farrell, Jo Ann

A Report of Present Conditions of English Teaching.

National Council of Teachers of English, Urbana, Ill.

Pub Date Nov 72

Note—11p.

Journal Cit—NCTE Council-Grams; v33 n6 p1-11 Nov 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Budgeting, Class Size, College Curriculum, *Educational Innovation, English, *English Curriculum, English Departments, *English Education, *English Instruction, School Integration, Secondary Schools, Teacher Education, *Teacher Morale, Teacher Supply and Demand

This special issue of "Council-Grams," the newsletter of the National Council of Teachers of

English, reports responses to a September, 1972, questionnaire about the teaching of English sent to teachers and administrators of English and education in secondary schools, colleges, and universities. The questions included the following: What reductions or additions have been made in your budget for English, and with what consequences? Have positions responsible for the planning and supervision of curriculum been eliminated or added? Has the position of the department chairman been strengthened or weakened? Has class load increased or decreased at any level and to what extent? What innovative programs have been inaugurated or eliminated and why? What problems, if any, have arisen from attempts to integrate the schools and do these problems affect the performance of English teachers? What kind of year do English teachers anticipate? The author concludes that present conditions for teaching English are, on the whole, unsatisfactory and that the NCTE needs to carefully establish priorities for moving the profession from what it is to what it should be. (Author/DI)

ED 068 987

CS 200 237

Carlos, Hazel Murphy, John M.

Critical Resources in Afro-American Literature: A Bibliography of Paperbacks for Teachers.

Michigan Council of Teachers of English, Ann Arbor.

Pub Date Mar 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *American Literature, Bibliographies, Ethnic Groups, Literary Criticism, Literary History, *Literature, *Negro Literature, Secondary Education, United States History

This annotated bibliography of relatively inexpensive paperback books has been prepared with the assumption that a list of books about Afro-American literature might be useful to high school and junior high school teachers, especially those who have not had the opportunity to study Afro-American literature in formal courses. The recent publication of great numbers of Afro-American anthologies, casebooks, readers and collections of various kinds, as well as works by individual writers, has meant that the teacher has had an increasingly greater range of choice in finding material that he or she can bring into the classroom. This bibliography, however, has been designed for the teacher's private library and contains many items which would not be appropriate for classroom use. Along with works in literary history and criticism, some titles which provide insight into the more general Afro-American historical and cultural experience have been included. (Author)

ED 068 988

CS 200 238

Hook, J. N.

The Teaching of High School English. 4th Edition.

Pub Date 72

Note—593p.

Available from—Ronald Press Company, 79 Madison Avenue, New York, N.Y. 10016 (\$9.50)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Effective Teaching, *English, English Curriculum, English Departments, *English Education, *English Instruction, Film Study, Grammar, Literature, Poetry, Punctuation, *Secondary School Teachers, Speech, Spelling, Student Teachers, *Teacher Education, Vocabulary

Intended to inform both the new and the experienced English teacher about the present state of knowledge in the field, this textbook is also addressed to students preparing to teach English language and literature in junior and senior high schools. The book stresses application rather than theory, presenting specific classroom procedures drawn both from the author's own teaching experience, the experience of other teachers, and research. The chapters include discussions of the changing world of the English teacher; what makes a good English teacher; how to plan instructional units; the improvement of reading; the teaching of literature, fiction, poetry, non-fiction, composition, grammar, punctuation, spelling, vocabulary, creative listening, speech, film; and teacher development. (Author/DI)

ED 068 989

CS 200 239

Cazden, Courtney B.

Child Language and Education.

Pub Date 72

Note—314p.

Available from—Holt, Rinehart & Winston, Inc., Subs. of Columbia Broadcasting System, 383 Madison Avenue, New York, New York 10017 (\$8.50)

Document Not Available from EDRS.

Descriptors—Bilingualism, *Child Language, Communication Skills, Dialects, *Educational Practice, *Language Development, Linguistic Competence, *Linguistic Performance, Negro Dialects, Psycholinguistics, Semantics, Sociolinguistics, Syntax, Verbal Communication

The language a child learns from and attends to is the speech of significant persons in his world, addressed to each other and to him. As the child gradually participates in this social interaction he learns communicative competence, i.e., the nonconscious, tacit knowledge that underlies speech behavior—knowledge of both the language and the social world. Every child has communicative competence; what the teacher works toward is communicative adequacy. Concerned about child language and speech as well as educational practice, this book first begins by devoting a chapter to a discussion on language and then giving the next four chapters to syntax, sounds and meanings, developmental processes, and environmental assistance in language development. From there the focus shifts to language differences and language use: dialects and bilingualism, communicative styles, and the roles of language in cognition. The book ends with a chapter reflecting on oral language in education and an appendix which describes methods of analyzing child language from spontaneous speech and tests. (HS)

ED 068 990

CS 200 240

Donelson, Kenneth, Ed.

The Students' Right to Read. 1972 Edition.

National Council of Teachers of English, Urbana, Ill.

Pub Date 72

Note—26p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 20809, \$0.35 non-member, \$0.30 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, Administrative Personnel, Books, *Censorship, Citizenship, Civil Liberties, *English, Librarians, Library Material Selection, *Literature, Moral Issues, Periodicals, Public Opinion, *Secondary School Students, Secondary School Teachers, *Student Rights

This statement of the NCTE is addressed to the problem of censorship in the public schools, especially censorship in the form of pressure to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. It is felt that any work is potentially open to attack by someone for some reason and that censorship is often arbitrary and irrational. One part of this statement, "The Right to Read," is an open letter to all citizens providing a rationale against censorship, discussing why censorship is a threat to education, and what the community's responsibilities are in supporting free inquiry. Another section, "A Program of Action," addressed to teachers of English, librarians, and school administrators, discusses procedures for book selection, some of the legal problems of censorship, and how to defend books against complaints or requests for censorship. A selected bibliography is included. (Author/DI)

ED 068 991

CS 200 241

Donelson, Ken, Ed.

Adolescent Literature, Adolescent Reading and the English Class.

Arizona English Teachers Association, Tempe.

Pub Date Apr 72

Note—147p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 33813, \$1.75 non-member, \$1.65 member)

Journal Cit—Arizona English Bulletin; v14 n3 Apr 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, *English, English Curriculum, English Programs, Fiction, *Literature, *Reading Interests, Reading Material Selection, *Secondary Education, Teaching, Teenagers

This issue of the Arizona English Bulletin contains articles discussing literature that adolescents read and literature that they might be encouraged to read. Thus there are discussions both of literature specifically written for adolescents and the literature adolescents choose to read. The term adolescent is understood to include young people in grades five or six through ten or eleven. The articles are written by high school, college, and university teachers and discuss adolescent literature in general (e.g., Geraldine E. LaRoque's "A Bright and Promising Future for Adolescent Literature"), particular types of this literature (e.g., Nicholas J. Karolides' "Focus on Black Adolescents"), and particular books, (e.g., Beverly Haley's "The Pigman—Use It!"). Also included is an extensive list of current books and articles on adolescent literature, adolescents' reading interests, and how these books relate to the teaching of English. The bibliography is divided into (1) general bibliographies, (2) histories and criticism of adolescent literature, (3) dime novels, (4) adolescent literature before 1940, (5) reading interest studies, (6) modern adolescent literature, (7) adolescent books in the schools, and (8) comments about young people's reading. (DI)

ED 068 992

CS 200 242

Townsend, Donna Kay

Oral Interpretation of Literature: A Theoretical and Practical Approach to the Study of Literature in Secondary School English.

Pub Date 71

Note—227p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,684, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Drama, English Education, English Programs, Fiction, *Interpretive Reading, *Literary Analysis, *Literature, Literature Appreciation, Oral English, Poetry, *Secondary Education, Speech

This study assesses the role of oral interpretation in a comprehensive theory of discourse and suggests how oral interpretation may be integrated with the study of literature. Oral interpretation is thought to be useful to the student of literature because: (1) the analysis may lead to a valid interpretation of the work; (2) focus is placed on the aesthetic, literary actualization of the text, not simply on analysis of the text; (3) concrete actualization can be given to many features of the dramatic speaker's attitude and of the sound structures of the work; (4) simultaneous actualization can be made of various features of the text; and (5) through performance of the text the student may learn how all aspects of it combine to form an aesthetic object. (Author/DI)

ED 068 993

CS 200 249

Mizokawa, Donald T. Cunningham, Donald J.

Effect of Recency on Word Choice in a Sentence Completion Task.

Indiana Univ., Bloomington. Inst. for Child Study. Pub Date Apr 72

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, Ill., April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, English, Grammar, Language Ability, Language Research, Linguistic Performance, *Linguistics, Sentence Structure, Structural Analysis, Syntax, *Transformation Generative Grammar, *Word Frequency, *Word Recognition, Word Study Skills

Identifiers—*Word Recency Training

This study hypothesized that recent experience with a set of words is a strong influence on selecting words in an appropriate context where other lexical items are equally available for selection, i.e., recency training should significantly increase the probability of occurrence of words chosen to fill gaps in structured sentences. Two experiments were conducted testing the hypothesis. No single result from either test unambiguously supported the hypothesis, but the many near-significant or significant trends in expected directions lent support to the hypothesis. Stronger recency effects than those observed were expected, but the authors suggest that the recency experience provided may not have been sufficiently long or intense enough to produce these

effects, so alternative recency training procedures are being contemplated. (Author/DI)

ED 068 994

CS 500 031

Kennicott, Patrick Curtis, Ed. Schuelke, L. David, Ed.

Career Communication: Directions for the Seventies. Proceedings of the Speech Communication Assn. Summer Conference (8th, Chicago, Ill., July 6-8, 1972).

Speech Communication Association, New York, N.Y.

Pub Date 72

Note—97p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, College Curriculum, Conference Reports, Course Objectives, *Educational Objectives, Federal Programs, Secondary Education, *Speech Curriculum, *Vocational Education Identifiers—*Speech Communication Education

The 1972 summer conference of the Speech Communication Association explored the relationship between speech communication education and career preparation. The first section of the proceedings consists of addresses that describe and emphasize the career education programs sponsored by the U.S. Office of Education. The second section is a report of summaries of eight forums during which spokesmen from business, industry, and several professions discussed the role of speech communication in career fulfillment; each summary is accompanied by the report of the speech communication educator who presided over the forum. The third section consists of reports from implementation sessions in four areas: junior and senior high schools; community colleges; colleges and universities; and applied and basic research. The final section is focused on a summary of the deliberations and an assessment of their implications to the field of speech communication. (Author/RN)

ED 068 995

CS 500 032

Work, William, Ed.

Conference on Social Engagement: Summary Report.

Speech Association of America, New York, N.Y.

Pub Date Aug 68

Note—31p.; Report of a conference sponsored by the Speech Association of America (Chicago, Ill., Aug. 8-9, 1968)

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Programs (Community), *Communication (Thought Transfer), Culture Conflict, *Intergroup Relations, Persuasive Discourse, *Relevance (Education), Research Needs, *Social Action, Socioeconomic Influences, *Speech Curriculum

This report is the result of a conference sponsored by the Speech Association of America in August 1968. Focusing attention on the speech communication aspects of current social problems, the report includes nine position papers in the following areas: communication breakdown and its effect on tension, unrest, and alienation; types and examples of communication failures; examples of recent studies on social problems; suggestions for future research; and recommendations for making the speech curriculum more relevant, particularly to the needs of minority groups. The report also includes recommendations for research and action needed to achieve social relevance in the speech communication profession. The report concludes with a manifesto which raises issues regarding the relevancy of the speech profession to the needs of contemporary society. (Author/RN)

ED 068 996

CS 500 033

Brooks, William D.

Innovative Instructional Strategies for Speech Communication.

Pub Date 72

Note—18p.; Paper presented at the Convention of the Speech Assn. of the Eastern States (Boston, Mass., 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, *Communication (Thought Transfer), Course Organization, *Educational Games, *Individualized Instruc-

tion, Instructional Innovation, *Open Education, Secondary Grades, *Short Courses, Teaching Techniques

Identifiers—*Speech Communication Education

The author discusses three instructional strategies—mini-courses, games and simulations, and learning environments outside the classroom—which are currently being employed in speech communication education. The three strategies embody the well established learning principles that students learn better when they: (1) know what it is they are trying to learn; (2) value the objectives toward which they are striving; (3) are actively involved rather than being passive; and (4) receive feedback and confirmation of learning. After outlining the strengths and weaknesses of the three strategies, the author emphasizes that these methods are not panaceas but require greater teacher efforts than what might be required for traditional teaching. The article concludes with a bibliography of materials available for study and implementation of these strategies. (Author/RN)

ED 068 997

CS 500 034

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Speech Activities in the Elementary School*, MSA Curriculum Guide 1.

Michigan Speech Association.

Pub Date 72

Note—44p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Communication Skills, Creative Dramatics, *Curriculum Guides, Educational Objectives, Elementary Grades, Learning Activities, *Listening Skills, Nonverbal Communication, *Oral Expression, *Speech Skills

Identifiers—Michigan Speech Association, *Speech Communication Education

A revised edition of the 1968 Michigan Speech Association (MSA) curriculum guide (ED 026 392), this volume is intended to provide the elementary school student with instruction in listening and speaking. Units on listening, conversation, nonverbal communication, discussion, informal drama, reading aloud, story telling, giving talks, and speech improvement are included. They have been designed to help teachers provide children with oral communication experiences necessary for development of effective communication skills (habits). Each unit is divided into guidelines, a teacher's example, activities, bibliography, and an audiovisual materials section. (Author/LG)

ED 068 998

CS 500 035

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Speech and Drama in the Intermediate School*, MSA Curriculum Guide 2.

Michigan Speech Association.

Pub Date 72

Note—51p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Creative Dramatics, *Curriculum Guides, Educational Objectives, Group Discussion, *Intermediate Grades, *Oral Communication, *Public Speaking, Story Reading, Story Telling

Identifiers—Michigan Speech Association, *Speech Communication Education

A revised version of the 1968 Michigan Speech Association Curriculum Guide (ED 026 391), this volume is intended to provide the student between the ages of 11 and 14 with learning experiences which enable the student to acquire and utilize oral communication skills. The guide is divided into six units—interpersonal communication, group communication, formal speaking, storytelling, reading aloud, and creative dramatics. Each unit is composed of objectives, an outline of course content, learning activities, a bibliography, and a list of supplementary audio visual materials. (LG)

ED 068 999

CS 500 036

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Speech Communication in the High School*, MSA Curriculum Guide 3.

Michigan Speech Association.

Pub Date 72

Note—69p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Communication Skills, *Curriculum Guides, *Decision Making Skills, Group Discussion, Interpersonal Competence, Interpretive Reading, *Listening Skills, Secondary Grades, Student Centered Curriculum, *Thought Processes

Identifiers—Michigan Speech Association, *Speech Communication Education

This seven unit curriculum guide, a revision of the 1968 Michigan Speech Association guide (ED 026 390), is designed to provide individualized instruction for the high school student in speech communication skills. The authors develop each unit by first asking important questions about the subject and the student and then suggesting a variety of possible methods the teacher can use to help his students discover answers. This guide places emphasis on student-oriented learning situations and recommends that the teacher incorporate situations for discussion that are part of the experiences. The units include: listening and thinking, interpersonal communication, language, public speaking, oral interpretation discussion, and parliamentary procedure. In addition to the unit bibliography and lists of supplementary materials accompanying each unit, a list of general objectives and four appendices—description of group membership roles, sample case problems, brain teasers, and a sample discussion evaluation form—are also included in the guide. (LG)

ED 069 000

CS 500 037

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Debate in the Secondary School*, MSA Curriculum Guide 4.

Michigan Speech Association.

Pub Date 72

Note—111p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$2.40)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cocurricular Activities, *Curriculum Guides, *Debate, Evaluative Thinking, *Logical Thinking, *Persuasive Discourse, *Research Skills, Secondary Grades, Speaking Activities, Training Techniques

Identifiers—Michigan Speech Association, *Speech Communication Education

This volume of the Michigan Speech Association secondary curriculum guide—an expanded version of the 1968 edition (ED 026 393)—is devoted solely to the development of debating skills. The guide is intended to assist teachers in planning a course of instruction in debate and to provide techniques for coaching students who participate in an interscholastic debate program. The eight units provide (1) a general introduction to and discussion of the nature of debate; (2) a presentation of research methods and techniques used in preparation for debate; (3) application of these research methodologies to collect evidence; (4) an outline and explanation of the basic concepts of presumption and burden of proof; (5) instruction in case analysis; (6) practice in refutation and rebuttal of arguments; (7) development of cross-examination debating skills; and (8) an understanding of speaker responsibility through position demonstration. Each unit contains lesson objectives, an outline of lesson content, and suggested learning experiences. Five appendices which consider coaching debate, a sample debate calendar, a case analysis of stock issues, a sample flow sheet, and a transcript of a debate with instructive commentary are included. (LG)

ED 069 001

CS 500 038

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Discussion in the Secondary School*, MSA Curriculum Guide 5.

Michigan Speech Association.

Pub Date 72

Note—45p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Curriculum Guides, Discussion Groups, *Group Discussion, Group Dynamics, Group Relations, *Human Relations, Individual Development, Personal Relationship, *Secondary Grades

Identifiers—Michigan Speech Association, *Speech Communication Education

This volume of the Michigan Speech Association curriculum guide—an expanded edition of the 1968 MSA guide (ED 026 393)—is designed for high school students and focuses on the discussion process. "Human Interaction"—the foundation of the discussion process—is the first of three units. The unit is intended to help the student acquire awareness of self and his relationship with others. Unit two, "Preparing for Discussion," introduces the student to the techniques which will enable him to function effectively in discussion. It is the purpose of this unit to assist the student in developing the skills essential for effective, meaningful participation in discussion groups. "Participating in Discussion," the third unit, examines the types of discussion groups, membership and leadership responsibilities, and styles of participant behavior. Each unit is composed of objectives, content outline, learning experiences, a bibliography, and a supplementary audio visual materials list. (LG)

ED 069 002

CS 500 039

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Dramatic Arts in the Secondary School*, MSA Curriculum Guide 6.

Michigan Speech Association.

Pub Date 72

Note—76p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Acting, Activity Units, Creative Dramatics, *Curriculum Guides, *Dramatics, Learning Activities, *Production Techniques, *Secondary Grades, Speech Curriculum, *Theater Arts

Identifiers—Michigan Speech Association, *Speech Communication Education

This volume of the Michigan Speech Association curriculum guide is a revision of the 1968 edition (ED 026 389). The first eight units comprise a first semester course that emphasizes theatre history, dramatic structure, and dramatic criticism and theory. There are also units on presenting a one-act play, music in the theatre, and children's theatre. The second semester course centers around the production of a play, and includes units on scenery design and construction, lighting, properties and sound effects, costumes, makeup, and publicity. Each unit is divided into four sections: objectives, content, learning experiences, and bibliography. (RN)

ED 069 003

CS 500 040

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Oral Interpretation in the Secondary School*, MSA Curriculum Guide 7.

Michigan Speech Association.

Pub Date 72

Note—37p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Choral Speaking, *Course Content, *Curriculum Guides, Figurative Language, *Interpretive Reading, Literature Appreciation, *Oral Reading, Poetry, Prose, *Secondary Grades

Identifiers—Michigan Speech Association, *Speech Communication Education

This volume of the Michigan Speech Association curriculum guide presents a seven-unit course in oral interpretation as the technique of communicating the contents of a printed page with such skill as to "create in the listeners the illusion that an experience is being enacted in their imaginations." Each unit is outlined in terms of objectives, content, learning experiences, and bibliography. The first four units present the fundamentals of effective oral interpretation—selection and preparation of material, vocal and nonverbal techniques, and preparation for presentation before an audience. The last three units present in-depth discussions of prose (including drama), poetry, and group reading. Each unit includes sample exercises and suggestions for assignments. (RN)

ED 069 004

CS 500 041

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed. *Radio, Television, and Film in the Secondary School*, MSA Curriculum Guide 8.

Michigan Speech Association.

Pub Date 72

Note—131p.

Available from—National Textbook Co., 8259

Niles Center Road, Skokie, Ill. 60076 (\$2.40)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Broadcast Industry, Commercial Television, *Curriculum Guides, Film Production, *Film Study, *Mass Media, Media Technology, Production Techniques, *Secondary Grades

Identifiers—Michigan Speech Association, *Speech Communication Education

This eight-unit volume of the Michigan Speech Association curriculum guide is designed for use by instructors who teach a one semester course in radio, television, and/or film. It can also be used by those who teach a media unit within an English or speech class. The subject of the first unit is media analysis and evaluation. The second unit is an extensive presentation of the history and background of the three media. The next three units specify the equipment, physical plant, and materials required for studio and filming activities. The last three units are guides to radio, television, and film production. Each unit is organized in four categories: objectives, content, learning experiences, and bibliography. There are several appendices, dealing with definitions of terms, broadcast regulations and codes, explanations of radio and television visual signals, program preparation, sources of prepared programs, and running time for film footage. (RN)

ED 069 005

CS 500 042

Work, William, Ed.

Proceedings of the Summer Conference of the Speech Association of America (4th, Chicago, Ill., July 13-14, 1968).

Speech Association of America, New York, N.Y.

Pub Date 68

Note—99p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Communication (Thought Transfer), *Conference Reports, *Educational Research, Federal Aid, Foundation Programs, Research Methodology, *Research Projects, Rhetorical Criticism, *Student Research

The 1968 summer conference of the Speech Association of America (now the Speech Communication Association) was concerned with developments in speech communication research, with primary focus on the recommendations of the February New Orleans conference (ED 028 164), cosponsored by SAA and the U. S. Office of Education. The summer conference opened with a summary of SAA research activities, followed by reports on development in federally sponsored projects and opportunities for use of foundation fund resources. The proceedings include an address on research and the capacity to meet current social changes. There are reports from three SAA groups: the planning committee for the forthcoming National Developmental Project on Rhetoric, the committee on research information retrieval, and the educational policies board. Implications of the New Orleans conference are presented and reviewed from the perspectives of historical, critical, and behavioral scholarship. The proceedings also include reviews of research and instructional development projects in progress, followed by the transcript of a forum discussion on implications of these projects. The document concludes with a bibliography of sources for research materials. (Author/RN)

ED 069 006

CS 500 043

Suchy, John T. Tressel, George W.

Video Recording Bridges the "Proceedings Gap."

Pub Date Apr 72

Note—11p.; Paper presented at the Annual Convention of the International Communication Assn. (Atlanta, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, *Communications, Feedback, *Information Dissemination, Instructional Television, Media Research, *Media Technology, *Reports, Video Equipment, *Video Tape Recordings

The authors describe a project designed to facilitate rapid transmission of scientific and technical information through expanded use of television and video-tape recording. The basic system utilizes remotely operated video-tape

cameras to record and review conferences and lectures. Since the participants are undisturbed by cameramen and equipment, the recordings appear more natural and less staged. The system provides a method for immediate feedback as well as a rapid and economical method for editing. Once the conference or lecture is recorded, the tapes are duplicated for playback on video playback monitors or for release on closed circuit television. Consequently, the system reduces the time required to prepare materials for distribution to interested audiences. (Author/LG)

ED 069 007

CS 500 044

Frisch, Jack E.

Toward a Humanistic Theatre.

Pub Date Apr 72

Note—14p.; Paper presented at the Central States Speech Assn. Conference (Chicago, April 7-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, *Creative Dramatics, Empathy, *Humanism, *Intercommunication, Interpersonal Relationship, Professional Training, Role Playing, Self Actualization, *Theater Arts

The nineteenth-century scientism of Stanislavsky has produced actors who are mechanical and unspontaneous. An alternative to this traditional approach is based on the application of new psychological insights to the production of drama. This approach not only allows the actors to explore their "being," but also allows the audience to feel a communicative contact with the actor as a real person. To illustrate the new production techniques, a theatre event, called "Mandala," is described. "Mandala," was created by a university class which prepared the script, directed, and performed employing the premise that "each person was himself an actuality" rather than an actor preparing for a role. (Author/RN)

ED 069 008

CS 500 045

Chesebro, James W., Ed. Cragan, John F., Ed.

Political Rhetoric of Our Times.

Student Press, Minneapolis, Minn.

Pub Date 71

Note—36p.

Journal Cit—Moments in Contemporary Rhetoric and Communication; v1 n1 p3-35 Summer 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Membership, Group Relations, Individual Power, *Political Attitudes, *Political Science, Politics, Public Opinion, *Rhetoric, *Rhetorical Criticism, Role Perception Identifiers—*Political Rhetoric

This student published, quarterly journal is a forum for student thought on contemporary issues in rhetoric and communication. This issue focuses on the "Political Rhetoric of Our Times." The articles in this issue focus on the following topics: application of fantasy themes to individual role identification in the small group setting; an analysis of the use of the "Cold-War Fantasy" themes that Johnson and Goldwater identified with in their 1964 presidential campaigns; examination of President Nixon's rhetoric of withdrawal; and investigation of the rhetorical strategies of radical movement groups such as the "Political Revolutionary," "Cultural Revolutionary," "Superstar," "Urban Guerilla," and "Political Anarchist." (LG)

ED 069 009

CS 500 046

Chesebro, James W., Ed. Cragan, John F., Ed.

The Rhetoric of Women's Liberation.

Student Press, Minneapolis, Minn.

Pub Date 71

Note—60p.

Journal Cit—Moments in Contemporary Rhetoric and Communication; v1 n2 p1-58 Fall 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Existentialism, *Feminism, *Minority Groups, Political Attitudes, Programming (Broadcast), *Rhetorical Criticism, *Sex Discrimination, *Social Problems Identifiers—*Women's Liberation

This quarterly, student published journal is a forum for student writing on contemporary rhetoric. The focus of this issue is the rhetoric of Women's Liberation. Women discuss major philosophical and political issues affecting women. The articles include: "The Rhetoric of Women's Liberation;" "The Demands of Revolutionary Women at the Outset of the 1970's;" "A Study of the Images Produced Through the Use of the Male Pronoun as the Generic;" "Women's

Liberation: A Rhetorical Problem;" "Germaine Greer: A Call to Women's Liberation;" "Women's Liberation, The Radical Lesbian, and Rhetorical Choices;" and "On Liberation and Ritual Rebirth: A Review of Jill Johnson's 'On a Clear Day You Can See Your Mother.'" The issue also contains a discussion of the non-logical approach to decision making as applicable to the dilemma of American draftees, through comparison with the major characters in three of Camus' novels; examination of the rhetoric of municipal self-determination as advanced by New York City Mayor John Lindsay; an analysis of "A Radcliff Candidacy for the Senate-Earl Craig, Jr's Campaign for the Minnesota State Senate; and utilization of the dramatic process in analysis of a speech by Edward R. Murrow. (Author/LG)

ED 069 010

CS 500 047

Chesebro, James W., Ed. Cragan, John F., Ed.

Moments in Contemporary Rhetoric and Communication. No. 3.

Student Press, Minneapolis, Minn.

Pub Date 71

Note—84p.

Journal Cit—Moments in Contemporary Rhetoric and Communication; v1 n3 p1-80 Winter 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Commercial Television, *Communication (Thought Transfer), Films, Literary Criticism, *Mass Media, Personal Values, *Political Influences, *Rhetorical Criticism, Social Influences, *Social Values

The purpose of this publication is to present the thinking of graduate and undergraduate students on contemporary issues, particularly those related to modern rhetoric and communication. The first section of this issue consists of articles on such topics as the current status of the Weathermen movement; the sexual revolution in America; a comparison of two approaches to interpersonal communication (the traditional etiquette approach versus modern self-actualization theories); a study of the rhetoric of the English women's suffrage movement; an analysis of the rhetoric of the New South; and implications for communications of the Pentagon papers incident. The second section, initiated in this issue, contains articles pertaining to mass media and the fine arts. Following an introductory article that outlines the scope of the new section, there is an essay on current standards of commercial television and reviews of current books, films, and television programs. The third section, "Critical and Directive Input," consists of interpretations and evaluations of some of the contributions. In this issue, there are critiques of the Weathermen article and a previously published article on women's liberation. (Author/RN)

ED 069 011

CS 500 048

Chesebro, James W., Ed. Cragan, John F., Ed.

Moments in Contemporary Rhetoric and Communication. No. 4.

Student Press, Minneapolis, Minn.

Pub Date 72

Note—52p.

Journal Cit—Moments in Contemporary Rhetoric and Communication; v1 n4 p1-48 Spring 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Drama, Films, *Literary Criticism, *Mass Media, Negro Attitudes, Personal Relationship, *Rhetorical Criticism, *Social Problems, Social Values

This quarterly publication is a forum for graduate and undergraduate student thinking on contemporary issues. This issue opens with "Hell is Other People," a critical analysis of Sartre's play "No Exit." The first section contains an article on nonviolence and militancy as contrasting strategies of the black struggle; a satiric play script based on President Nixon's speech announcing the 1970 Cambodia strike; and an article on the rhetorical influence of the 1960's hot-rod fad on automobile advertising. The second section of the journal, devoted to mass media and the fine arts, contains reviews of three current books and one motion picture. The third section includes three critiques of the article "Hell is Other People." as well as comments on previously published articles. (RN)

38 Document Resumes

ED 069 012 CS 500 051

Chu, Godwin C.

Friendship Patterns in Multi-Cultural Group: International Communication at the Personal Level.

Pub Date Aug 71

Note—28p.; Paper presented at the International Communications Sessions, Annual Convention of the Assn. for Education in Journalism (Columbia, S. C., August 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, Cultural Context, Cultural Exchange, *Friendship, *Group Dynamics, Interaction Process Analysis, *Intergroup Relations, Interpersonal Competence, Social Attitudes

This paper examines the process of interpersonal communication across cultural boundaries, through a combination of the cross-cultural approach (from international communication research) and the interpersonal approach (from sociological research). The paper presents data on friendship patterns in a multi-cultural group. The experimenter observed forty-two scholars from Latin America, Asia, Middle East, Africa and East Europe who lived and studied together over a nine month period at a private west coast university. The dynamic process of their informal communication and group functioning is described and discussed. (Author/LG)

EA

ED 069 013 24 EA 004 203

Wynn, Richard

Unconventional Methods and Materials for Preparing Educational Administrators. ERIC/CEM-UECE Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Fifteen. UCEA Monograph Series, Number Two.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—77p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Educational Administration, Educational Innovation, Educational Methods, Game Theory, Independent Study, *Instructional Innovation, *Instructional Materials, Laboratory Training, Management Education, Management Games, Professional Training, Simulated Environment, Simulation, *Teaching Methods, Techniques

In this monograph, the author describes the variety of new and innovative instructional methods and materials being used to prepare educational administrators. Because the subject is new and the nomenclature surrounding it imprecise, the author defines his terms. An outline of the history of unconventional instructional methods and the rationale for their development are presented. The author focuses on those methods in current use, such as laboratory training, case methods, simulation, games, and independent study. An extensive bibliography is included. (Author/DN)

ED 069 014 24 EA 004 262

Farquhar, Robin H. Piele, Philip K.

Preparing Educational Leaders: A Review of Recent Literature. ERIC/CEM-UECE Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Fourteen. UCEA Monograph Series, Number One.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—71p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Administrator Selection, Continuous Learning, *Educational Administration, Graduation Requirements, Inservice Education, Instructional Design, *Literature Reviews, Management Education, Personnel Selection, *Professional Training, *Program Content, Program Design, Program Development, Program Evaluation, Student Research, Teaching Methods

In this monograph, the authors provide a general overview of recent literature on administrator preparation programs. Ten chapters parallel the major interrelated components of an administrator preparation program: Program content, program structure, recruitment and selection, instructional approaches, field-related experiences, student research, graduation requirements, program evaluation and development, departmental functions and staffing, and inservice programs. The survey is limited largely to recently published books and journals that treat as their prime topic the preparation of administrators in education. An extensive bibliography is included. (Author/DN)

ED 069 015 24 EA 004 263

Lutz, Frank W. Ferrante, Reynolds

Emergent Practices in the Continuing Education of School Administrators. ERIC/CEM-UECE Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Sixteen. UCEA Monograph Series, Number Three.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—55p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Continuous Learning, *Educational Administration, Educational Innovation, Inservice Courses, *Inservice Education, *Inservice Programs, Instructional Innovation, Management Development, Management Education, Professional Training, Program Evaluation, Program Planning, Program Proposals

In this monograph, the authors describe the shortcomings of traditional approaches to continuing education of administrators and examine the extent to which innovations are being attempted in present practices. The authors note that, in print and in practice, continuing education of administrators has failed to develop to the extent that it can be described as in the beginning stages of a science and that truly innovative programs are lacking in current practice. The authors then propose a comprehensive process for planning, implementing, and evaluating programs for the continuing education of administrators. They argue that a planned, systematic, and continuous administrator education program is basic to the solution of the critical problems facing education. A bibliography is included. (Author/DN)

ED 069 016 24 EA 004 264

Miklos, Erwin

Training-in-Common for Educational, Public, and Business Administrators. ERIC/CEM-UECE Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Seven. UCEA Monograph Series, Number Four.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—62p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Educational Administration, Educational Methods, Educational Programs, Education Courses, Instructional Innovation, *Integrated Activities, *Interdisciplinary Approach, Management Education, *Professional Training, Teaching Methods

Identifiers—Training in Common

In this monograph, the author assesses the progress that has been made toward the development of in-common programs for preparing administrators to serve in a variety of institutional settings. After outlining the assumptions, rationales, and strategies behind attempts to institute interdisciplinary administrator training programs, the author describes in detail several Canadian and American programs that provide such training. Although some of the programs described consist only of shared classes and seminars, others entail a completely integrated program of experiences. The author describes several sources of resistance to the adoption of training-in-common and shows how these resistive forces must be overcome if the implementation of in-common training programs is to be accelerated. An extensive bibliography is included. (Author/DN)

ED 069 017 24 EA 004 266

Delon, Floyd G.

Substantive Legal Aspects of Teacher Discipline. ERIC/CEM State-of-the-Knowledge Series, Number Twenty-three. NOLPE Monograph Series on Legal Aspects of School Administration, Number Two.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—63p.

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Negotiation, Conduct, Contracts, Court Cases, Educational Legislation, *School Law, State Laws, *Teacher Behavior, Teacher Certification, *Teacher Discipline, *Teacher Dismissal, Teacher Employment, Teacher Militancy, *Teachers, Teacher Salaries, Teacher Strikes, *Tenure

Identifiers—Teacher Conduct, Teacher Suspension

In this report, the author examines current statutory and case law to determine the present legal restrictions on teacher behavior both in and out of the classroom. The discussion focuses on statutory provisions for teacher discipline and teacher conduct resulting in (1) certificate suspension or revocation, (2) suspension or dismissal, (3) loss of salary, and (4) fines and/or imprisonment. After examining statutes and cases, the author concludes that teacher discipline has changed substantially and notes that some of these changes represent significant decreases in the restrictions on teacher conduct. He indicates that the major contributing factors were (1) legislation and the widespread adoption of collective bargaining in education, (2) court decisions on teachers' rights—especially constitutional rights, and (3) developments in the total social context. (Author/JF)

ED 069 018 EA 004 420

Blot, Daniel Seabra, Jose

Educational Expansion in the O. E. C. D. Countries Since 1950. Background Study No. 1. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No—OECD-STP-70-6

Pub Date 11 May 70

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Groups, Comparative Analysis, *Comparative Statistics, *Demography, *Enrollment Projections, *Enrollment Rate, *Enrollment Trends, Foreign Countries, Higher Education, Population Growth, Primary Education, Secondary Education

Identifiers—Compulsory Education

This study reports the comparative increase in enrollments at each level of education in all 22 member countries of the Organisation for Economic Cooperation and Development between 1950 and 1965. Data are also included for Yugoslavia, an associated member country. The first two chapters deal with enrollment trend analysis—chapter one being concerned with total enrollments and chapter two with each educational level separately; while chapter three is concentrated more particularly on the incidence of demographic factors on the rise in enrollments. In chapter four, the authors endeavor to extrapolate the trends observed during the period studied up to 1980. The main conclusions drawn from the study are presented in the final chapter. The statistical material used for determining enrollment trends, an examination of the structure of each country's system (together with the changes that have been made since 1950), and certain technical details concerning the extrapolation of the trends observed in chapter four are provided in three annexes to the document. Related documents are ED 057 470, EA 004 323, and EA 004 421-425. (Author/JH)

ED 069 019 EA 004 421

Debevaux, Michel, Comp. And Others

Comparative Study of Educational Expenditure and Its Trends in O. E. C. D. Countries Since 1950. Background Study No. 2. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No.—OECD-STP-70-7

Pub Date 6 May 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Comparative Statistics, Correlation, Cost Effectiveness, Economic Change, *Economic Development, Economic Factors, *Educational Economics, *Educational Finance, *Expenditures, Foreign Countries, Information Needs, Teacher Salaries, Trend Analysis, Unit Costs

For this study, a series of data has been collected covering the total amount of expenditure and its main constituent items. Data are also included for Yugoslavia, an associated member country. In the first chapter, the trend of educational expenditure in each country is measured and, controlling for the effect of price increases, the following expenditure growth factors are identified: the economy growth, the population and enrollment rate increase, the rise in teachers' pay and unit costs, and the change in teacher/student ratio. A "cross-section" analysis of the relationships between the level of educational expenditure and the level of economic development for the whole group of countries in a given year and for particular countries at different points in time is presented. A final chapter incorporates a series of extrapolations of educational expenditures up to 1980 for each O. E. C. D. country in which three different methods have been used and for which the results have been compared. Related documents are: ED 057 470, EA 004 323, EA 004 420, and EA 004 422-425. (Author/JH)

ED 069 020 EA 004 422

Laderriere, Pierre

Teaching Staff and Educational Expansion in Member Countries Since 1950. Background Study No. 3. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No.—OECD-STP-70-8

Pub Date 21 May 70

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Statistics, Educational Planning, Educational Policy, Enrollment Projections, Enrollment Trends, Foreign Countries, *Student Teacher Ratio, Teacher Characteristics, *Teacher Education, *Teacher Qualifications, Teacher Recruitment, *Teacher Supply and Demand, Trend Analysis

This survey is aimed at examining the manner in which school and university authorities have responded to the need for greater numbers of teachers occasioned by the continuous growth in school enrollments in the 22 member countries of the Organisation for Economic Cooperation and Development. The first part of the study provides a statistical comparison of the growth in numbers of pupils and teachers and examines various means used to attract and keep more teachers in the educational system. In this section are also described the indicators of teacher shortages, such as relaxation of qualification requirements, more intensive utilization of existing staff, and shortages in particular subject areas. In the second part of the study, the author describes technical supply and demand. A number of conclusions are drawn regarding the teacher training, recruitment, and utilization relationship of the future. Related documents are ED 057 470, EA 004 323, EA 004 420-21, and EA 004 423-425. (Author/JH)

ED 069 021

EA 004 423

Williams, Gareth L.

Educational Policies, Plans and Forecasts During the Nineteen-Sixties and Seventies. Background Study No. 5. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No.—OECD-STP-70-10

Pub Date 23 Apr 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Statistics, Cost Effectiveness, Educational Demand, Educational Objectives, *Educational Planning, *Educational Policy, *Enrollment Projections, Enrollment Trends, *Equal Education, Foreign Countries, *Manpower Needs, Social Influences, Social Stratification, Teacher Supply and Demand, Trend Analysis

Identifiers—Compulsory Education

The rapid expansion of many branches of education in most of the 22-member countries of the Organisation for Economic Cooperation and Development has rarely been accurately forecast. The most important overall objective of educational policy during the decade has been (1) educational opportunity for all and (2) equalization of educational opportunity. This expansion appears to stem from the so-called social demand approach to educational planning, which claims that places should be provided by the public in all branches of education for all children who seek them and who have proved that they have the requisite abilities to benefit from courses in the particular branch of education in which a place is sought. Although it was assumed that rapid expansion of educational opportunity for all would accrue from this approach, the policy actually contains an antiegalitarian bias in favor of middle class children. Both the inputs (resources) and the outputs of the educational systems have increased enormously during the past decade despite partially conflicting manpower and efficiency considerations. A radically new approach to the problem of relating forecasting, planning, and policymaking appears needed for the educational systems in question. Related documents are ED 057 470 and EA 004 420-425. (Author/JH)

ED 069 022

EA 004 424

Little, Alan

Changes in Secondary and Higher Education. Background Study No. 6. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No.—OECD-STP-70-11

Pub Date 12 May 70

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Continuous Learning, Economic Development, Educational Planning, *Educational Policy, *Enrollment Rate, *Equal Education, Foreign Countries, *Higher Education, Manpower Needs, Organizational Change, Post Secondary Education, *Secondary Education, Social Change, Student Participation, Teaching Techniques, Universal Education

Member countries of the Organisation for Economic Cooperation and Development have

experienced three changes in post-compulsory education over the past two decades: (1) prolonged secondary education has become the experience of a rapidly growing proportion of the population, (2) the proportion, therefore, of the age group entering some form of higher education has increased and will continue, and (3) as the proportion entering and completing higher education increases, so the numbers undertaking studies at an "advanced" (e.g. graduate school) level will increase. In most cases, these trends are the result of conscious policy decisions that represent the desire of governments to maximize talent utilization, equalize opportunities, and increase the educational participation of certain underprivileged segments of society. This wider participation has led to important changes in both the external organizational structures and in the internal curricula (including methods of teaching and assessment) of higher education. This growth in scale and cost raises important questions about controlling the higher education system and about the role held by education in the social system. Related documents are: ED 057 470, EA 004 323, EA 004 420-423, and EA 004 425. (Author/JH)

ED 069 023

EA 004 425

Jallade, Jean-Pierre

Educational Planning Methods. Background Study No. 8. Conference on Policies for Educational Growth. (Paris, France, June 3-5, 1970.)

Organisation for Economic Cooperation and Development, Paris (France). Committee for Scientific and Technical Personnel.

Report No.—OECD-STP-70-12

Pub Date 25 Mar 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Economic Development, *Educational Demand, *Educational Economics, *Educational Planning, *Educational Policy, Enrollment Projections, *Enrollment Rate, Equal Education, Foreign Countries, Manpower Needs, Mathematical Models, Trend Analysis, Universal Education

In the first chapter, the main approaches to educational planning as practiced in the member countries of the Organisation for Economic Cooperation and Development are described: (1) social demand, which subsumes current and supplementary demand; (2) investment in education; and (3) manpower needs. This chapter also reviews the contemporary use of mathematical models in educational planning based on the above approaches. The second and final chapter discusses problems of planning and forecasting methodology and attempts to reconcile the three approaches by combining the sociopolitical criteria coming under the heading of social demand, the economic and financial rationale required in cost-benefit analysis as applied to education, and the technological requirements of industrial society. Related documents are: ED 057 470, EA 004 323, and EA 004 420-424. (Author/JH)

ED 069 024

EA 004 431

Withycombe, Dick, Ed.

The Rescheduled School Year. A Statement. Oregon Educational Policies Commission, Portland.; Oregon Education Association, Portland. Pub Date 72

Note—31p.; A Commission Task Force Report Available from—Commission of Instructional Development, Oregon Education Association, 1 Plaza Southwest, 6900 S. W. Haines Road, Tigard, Oregon 97223 (\$7.5)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accelerated Programs, Career Opportunities, Cost Effectiveness, Curriculum Design, Educational Economics, Educational Quality, Employment Opportunities, Extended School Day, *Extended School Year, Financial Problems, *Flexible Progression, School Calendars, *School Schedules, Student Needs, Student Transportation, Teachers, *Year Round Schools

Identifiers—School Vacation Scheduling

This report is intended as a summative overview of the current research and program information related to the rescheduled school year. As such, it deals with (1) present models of rescheduling, (2) the school vacation, (3) basic comparative cost analysis, (4) busing requirements, (5) curriculum design requirements, (6)

career opportunities for professional staff, and (7) conclusions and recommendations. The plans considered are those that limit the number of students in attendance at any one time to less than the total enrollment and those that accelerate completion of school to less than the traditional 12 years by extending the length of the school year. In the first group, the report covers the four-quarter plan, the four-quarter plan with rotating vacations, the twelve-four plan, and the 45-15 plan. The continuous four-quarter plan and the 11-month plan are discussed as representative of the second group. Some of the specific plans representative of a combination of the two principles are discussed: the New York Multiple Trails Plan, the New York Continuous Progress Plan, the Metro-Atlanta Plan, and the Flexible All-Year School Plan. A useful table compares the characteristics of major plans on the basis of the length of the school year and school day; divisions in school year; grade levels; time required to effect savings in classrooms, number of teachers, and dollars; vacations (other than Christmas and Spring Break); advantages; and obstacles to change. (Author/DN)

ED 069 025 24 EA 004 433
Templeton, Ian

Differentiated Staffing. Educational Management Review Series Number 9.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-0-8-080353-3514

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Bibliographies, *Differentiated Staffs, Educational Innovation, *Literature Reviews, *Models, Organizational Change, School Organization, *Staff Utilization, Student Centered Curriculum, Teacher Role

This review surveys documents previously cited in RIE that deal with the concept, the accompanying controversy, programs in operation, and several models for implementation and evaluation. Also included are a discussion of the problems in adopting such organizational and role changes and a list of bibliographies on differentiated staffing. Thirty of the documents reviewed are available from the ERIC Document Reproduction Service. (Author)

ED 069 026 24 EA 004 434

Gove, James R.

Testimony Presented to General Subcommittee on Education, Washington, D. C.

Pub Date 24 Apr 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Contract Salaries, Cost Effectiveness, Educational Facilities, *Educational Legislation, Evaluation, Extended School Year, Retention, School Buildings, *School Calendars, School Community Relationship, School District Spending, *School Schedules, *Space Utilization, Teacher Employment, Teacher Salaries, Time Factors (Learning), *Year Round Schools

Identifiers—Illinois, Valley View, Valley View 45 15 Plan

The testimony presented covers the conception and implementation of an all-year-round schools program—the Valley View 45-15 Plan—under which plan, students attend school 45 days and are absent from school for 15 days on rotating shifts the year round. In the testimony, the characteristics of the Valley View District are described, the rationale for implementation of the 45-15 Plan is explained, and the Illinois State legislation required for implementation of the program is discussed. An evaluation is included that rates the Plan according to cost effectiveness; acceptance by students, teachers, and the community; and the level of student achievement. The testimony concludes with recommendations for action at national, State, and local school district levels that could enable the exploration and establishment of year-round school programs in other areas of the country. (Author/DN)

ED 069 027 24 EA 004 516

Thomas, George I.

Realizing the Economy Objective Through a Rescheduled School Year.

Pub Date Apr 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accelerated Programs, Case Studies, Classrooms, Construction Needs, *Cost Effectiveness, Curriculum Development, Educational Finance, Educational Objectives, Enrollment Projections, *Extended School Year, Program Guides, *School Calendars, *School District Spending, School Schedules, Space Utilization, State Aid, *Year Round Schools

The author presents an overview of the rescheduled school year concept as it relates to the economic and educational objectives of a school district. He points out various approaches that could be adopted in designing a rescheduled school year program and presents a guide sheet designed to assist in predicting the effectiveness of an extended school year plan. The major portion of the document is given over to a description of a case study made to determine the impact of a rescheduled school year on a school district. The case study covers enrollment projections; school capacity; and estimated needs for classrooms, construction, buses, operation, and teachers. A comparison of costs under the rescheduled year with costs under the present conventional schedule concludes the study. (Pages 29 and 33-37 may reproduce poorly.) (DN)

ED 069 028 24 EA 004 517

Thomas, George I.

A Twelve Month Contract for a Continuous Learning Year Program.

Pub Date Feb 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuous Learning, Contracts, Curriculum Development, *Extended School Year, *School Schedules, Tax Support, *Teacher Salaries, Time Factors (Learning), *Year Round Schools

The rescheduled school year is suggested as a means by which teaching and learning can be made much more attractive to the student, the teacher, and the taxpayer. The author cites the tremendous explosion of knowledge, the loss of learning from extended vacations, and the time spent tooling up and down for school as reasons why student attendance should be based on a 200-210 day school calendar in which students attend school in rotating shifts throughout the year. According to the author, a rescheduled school year would provide teachers with greater flexibility in class scheduling, thereby allowing more time for planning and curriculum development and, with schools in operation 12 months a year, teachers could expect appropriate salary increase adjustments. (Author/DN)

ED 069 029 24 EA 004 518

Thomas, George I.

A Capsule Picture of Recommended Continuous Learning Year Cycling Plans That Can Lead to Economy and the Extension of Quality Education.

Pub Date Feb 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuous Learning, *Cost Effectiveness, Educational Quality, *Extended School Year, *School Calendars, School Schedules, *Year Round Schools

This overview is intended to acquaint people with the concept and the features of such plans. The author begins with a discussion of the early development and implementation of various continuous learning plans and then focuses on the financial aspects of such a plan—capital outlay and debt service, school plant operation, and school bus and staffing requirements. The author's brief comments on the impact of continuous learning year cycling plans on children, juvenile delinquency, and recreation conclude the presentation. A diagram that outlines various approaches to rescheduling the school year is provided. (Author/DN)

ED 069 030 24 EA 004 523

Saad, James T.

One Approach to Year-Round Education. A Study To Assess the Impact of One Approach to Year-Round Education Upon the Boise Public Schools and the Boise Community.

Boise City Independent School District, Idaho.

Pub Date Mar 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attendance Patterns, Community Surveys, Curriculum Planning, Data Processing, *Extended School Year, Family School Relationship, *Feasibility Studies, Maintenance, Public Opinion, Public Relations, Pupil Personnel Services, *School Calendars, School Community Relationship, *School Schedules, Staff Utilization, Student Interests, *Year Round Schools

Identifiers—Boise Public Schools, Idaho, Plan 45-15

The purpose of this study was to examine the feasibility of a continuous school year plan—the 45-15 plan—for the Boise Public Schools. Under this plan, students would attend school for 45 days and be absent from school for 15 days in rotating shifts throughout the year. Eleven subcommittees researched various aspects of a continuous school year, such as calendars, staff relations, census and attendance, pupil personnel services, maintenance, climate control, public relations, data processing, government and institutional relations, and curriculum planning. The reports of these subcommittees make up the bulk of this presentation. As a result of study findings, it was established that year-round schooling is a viable educational program for the Boise schools. In addition, a simulation program evidenced that the school staff had the capability of developing the necessary calendar, that the existing facilities could accommodate 25 percent more pupils under an extended year calendar, and that the amount of education for the dollar over the long term would be greater than under the present 9-month system. However, three objections to the program were voiced by the school authorities: (1) primary grade children should not be required to change teachers every 45 days, (2) well-established extracurricular and enrichment programs would have greater difficulty in maintaining their high standards, and (3) the question of summer employment for youth would still remain unsolved. (Author/EA)

ED 069 031 24 EA 004 545

Loubser, Jan J. And Others

The York County Board of Education: A Study in Innovation. Profiles in Practical Education No. 5.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—54p.

Available from—Publications Sales Office, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (\$2.25)

Document Not Available from EDRS.

Descriptors—*Boards of Education, Case Studies, *Curriculum Development, Educational Change, *Educational Innovation, Educational Objectives, Evaluation, Evaluation Needs, *Humanization, *Master Teachers, Organization, School Demography

This study is one of a series initiated by the Organisation for Economic Cooperation and Development (OECD) in Paris. The series includes 21 case studies of innovative educational institutions in seven different countries for the purpose of exploring the ways in which these institutions execute the planning, implementation, and evaluation of innovations. This study describes the objectives of the York County board and shows how the structural organization of the York County Educational System is conducive to innovation. Three specific innovations are singled out for particular attention: The curriculum committees, the master teacher program, and the Organization Development Unit. Also included are an evaluation made by the people in the system of the innovative efforts of the board and an interpretation of the findings. (Author)

ED 069 032 24 EA 004 567

Hamill, Bruce And Others

Lighting for Outdoor Recreation.

Department of Commerce, Washington, D.C.

Pub Date May 67

Note—29p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$5.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Federal Programs, *Illumination Levels, Land Use, *Lighting, *Outdoor Lighting, Planning (Facilities), Population Trends, *Recreational Facilities, Socioeconomic Influences, Tables (Data), Urban Areas, Urban Environment

This report discusses the extension of lighting facilities to existing recreational areas as well as their incorporation in new facilities as a means of increasing opportunities for recreation. Such an approach has the advantages of (1) making the best use of land in metropolitan areas, where it is at a premium; (2) providing recreational facilities when and where working people are free to use them; and (3) reducing the cost of existing facilities per participant. An appendix lists federal programs that might possibly provide financial and technical assistance for public and for privately owned recreational facilities. (Author)

ED 069 033 EA 004 591

The New Student Housing at New College.

New Coll., Sarasota, Fla.

Pub Date [69]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Plans, *College Housing, Construction Costs, *Construction Management, *Cost Effectiveness, Design Needs, Housing Needs, *Planning (Facilities), *Residential Colleges, Student Opinion, Student Participation

This document records the results of two years of research and planning that preceded the start of construction of the new student housing. To assure that the new housing facilities provided a sympathetic living environment, research-oriented seminars were held in which students, faculty, and staff discussed various concepts of college housing. The resulting facility represents the architectural expression of the students' desire for more privacy, the planning teams' agreement that faculty and student learning and living should be combined in one colony, and the architect-contractor-supervisor-subcontractor team's efforts in producing high quality student housing at easily amortized costs. (Photographs may reproduce poorly.) (EA)

ED 069 034 EA 004 596

Parent-Child Educational Centers: A Facility for Early Childhood Education Ages, Infancy to Seven Years.

Arizona State Univ., Tempe.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jan 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Plans, *Child Development Centers, City Planning, *Early Childhood Education, Educational Environment, Flexible Facilities, Nongraded System, Parent Participation, Parent Teacher Cooperation, Physical Environment, *Planning (Facilities), Program Design, Public Schools, *School Community Relationship, School Design, Site Selection, Space Utilization

Identifiers—Arizona, Litchfield Park, Parent Child Educational Centers

A Parent-Child Educational Center is a coordinating activity purposing to serve parents along with their children from a child's infancy through the age of seven. Such a center is carried on through the mutual initiative and involvement of parents and professional staff. The center serves parents by (1) providing for the developmental well-being of their infants and young children, and (2) assisting them in the achievement of continuous and increased effectiveness in their parental skills. The model project, designed specifically for the climate of Arizona, has shaded outdoor education spaces, wide overhangs, and parent-teacher conference and work areas placed throughout the activity spaces between the indoor and outdoor areas. (Photographs may reproduce poorly.) (Author/EA)

ED 069 035 EA 004 605

Frazier, Alexander

Open Schools for Children.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 72

Note—95p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, (Stock No. 17916, \$3.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Acoustical Environment, Alternative Schools, Cross Age Teaching, *Curriculum Development, Differentiated Staffs, Educational Accountability, Educational History, Elementary Schools, Facility Guidelines, Flexible Scheduling, Independent Study, Individualized Instruction, *Open Education, *Open Plan Schools, *Planning (Facilities), *School Organization, Student Teacher Relationship, Team Teaching

Arguing against the "bandwagon" approach to innovation and change, and pressing for careful consideration of the potentials inherent in "openness" in education, the author explores the interactions among the phenomena of open space, open structure, and open curriculum. In examining the nature of these interactions, he sets the complex of concepts into historical perspective, inferring from the practices of recent years a set of theoretical possibilities. The publication provides information helpful to curriculum workers, supervisors, administrators, and teachers who desire to be well informed as well as enthusiastic about the new degree of freedom in planning space for learning; organizing children, time, and staff; and preparing the curriculum. After exploring some of the definitions of the concept "open," its wellsprings, and its dimensions, the author devotes three chapters to discussions of the relationship of "openness" to space, structure, and curriculum. In the concluding chapter, he addresses himself to some of the problems that teachers and others working in open schools might be expected to deal with in the process of making certain that learning under the new freedom really adds up. (Author/MLF)

ED 069 036 EA 004 610

Butts, Porter

"Getting the College Union Building Project Under Way." A Seminar.

Pub Date Mar 71

Note—34p.; Paper presented at Association of College Unions International Conference. (White Sulphur Springs, West Virginia, March 21-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programming, *Building Design, Curricular Activities, College Buildings, Construction Programs, Cultural Events, Educational Finance, Estimated Costs, Facility Expansion, *Facility Guidelines, *Planning (Facilities), Questionnaires, Sampling, Speeches, Student Attitudes, Student Needs, *Student Unions

Identifiers—Community Centers

In this speech, the author provides some guidelines covering student union construction for those administrators contemplating the construction of such a facility. The recommendations and information presented cover (1) the organization and functions of an official "union planning committee"; (2) a survey of local needs regarding facilities to be included; (3) the formulation of a controlling statement of purpose for the building; (4) the preparation of the building program; and (5) the project budget and its financing. (MLF)

ED 069 037 EA 004 628

Corriveau, Gerard A.

School Construction and Normalization. RAS Project: Research in Educational Facilities. A Report.

Department of Industry, Trade, and Commerce, Ottawa (Ontario).

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; Montreal Catholic School Commission, (Quebec).

Pub Date [68]

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Research, Bids, *Component Building Systems, Construction Programs, Controlled Environment, Critical Path Method, *Facility Guidelines, *Facility Requirements, Flexible Facilities, Mass Production, Modular Building Design, *Performance Specifications, Planning (Facilities), Prefabrication, *School Construction, *School Industry Relationship, Standards, Structural Building Systems

This document reports the development of a system of mass-produced standardized components for school construction. The project was originated and implemented to solve a problem connected with the heavy demand for schools

that confronted the Montreal Catholic School Board. The report outlines the problem — a need for schools — and gives details of the systematic study and research related to user needs that resulted in viable solutions to the problem on the part of 55 industrial firms that formed 11 integrated component construction systems. The means to be employed in solving the problem are detailed both verbally and graphically, showing the derivation of the performance specifications for the five subsystem components to be utilized: (1) structure, (2) heating-ventilating-cooling, (3) ceiling-lighting; (4) partition; and (5) electric-electronic services. An analysis of the solutions submitted indicated that the project goals had been achieved: (1) Reductions in the cost of school construction and in school erecting time; and (2) construction of schools capable of constantly corresponding to the development of education. (Author)

ED 069 038 EA 004 629

Lamson, Robert M. And Others

Housing in a Hurry. Proceedings of North Atlantic Conference. (Cambridge, Massachusetts, March 18, 1972.)

Society for Coll. and Univ. Planning, Cambridge, Mass.

Pub Date Mar 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Drafting, *Architectural Programming, Building Design, College Buildings, *College Housing, Construction Costs, *Construction Management, Cost Effectiveness, Evaluation Techniques, Facility Guidelines, Facility Requirements, *Fast Track Scheduling, Planning (Facilities), Speeches, Student Participation

Identifiers—*Design Build Approach

Administrators from the Universities of Delaware, Rhode Island, and Vermont describe the processes that were followed on their respective campuses in the construction of economical and rapidly completed student housing. The design-build approach was utilized in which contractors prepare plans to meet the client's budget and facility requirements. This method (1) permits the client to select the design most suitable to his needs and budgets; (2) necessitates that the client incur costs only after the selection of the design, thereby avoiding costly architectural drafting; and (3) assures that the architect's service (contractor paid) are directed toward team cooperation between the contractor and the client. Three speeches provide detailed accounts of the procedures followed beginning with the initial decision to construct housing to the completed buildings. (MLF)

ED 069 039 EA 004 630

Mayer, Frederick W., Ed. Schmult, Carl V., Jr., Ed.

College and University Planning — 1969. Selected Papers from Society for College and University Planning Annual Conference. (4th, Houston, Texas, August 17-20, 1969.)

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 69

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programming, *Campus Planning, Case Studies, *College Planning, Educational Coordination, Educational Objectives, Educational Resources, Higher Education, *Institutional Research, Landscaping, Master Plans, Parking Areas, *Planning (Facilities), Program Budgeting, Program Planning, *Resource Allocations, Site Development, Traffic Patterns

Six major conference papers cover selected planning activities for eight institutions of higher education. Discussed are academic planning for the University of Houston; circulation, parking, and landscape planning for the University of California at Irvine; planning office organization and staffing at Harvard and Ohio State Universities; building project programming for the University of Chicago physical science building; computer applications at Duke University; and capital and operational budgeting for Macalester College and the University of California. (EA)

ED 069 040 24 EA 004 635

McPartland, James And Others

Student Reactions to the Transition from Open Elementary School to Junior High School: A Case Study.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—JHU-CSOS-R-139

Bureau No.—BR-6-1610

Pub Date Oct 72

Grant—OEG-2-7-061610-0207

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Case Studies, *Comparative Analysis, Discipline, *Elementary School Students, Family (Sociological Unit), Grades (Scholastic), *Junior High School Students, *Open Education, *Student Adjustment, Student Attitudes

This paper reports a case study of 47 students drawn from an open education and a traditional school. After statistically controlling on student background and earlier academic performance, investigators found no significant differences between students from the two schools in adjustment to junior high school as measured by grades, attendance, discipline, and satisfaction with school. Before entering junior high, the open elementary school students had a stronger preference for open school organization than did traditional elementary school students. However, the differences disappeared during the first year in junior high as the students from the traditional elementary school increased their acceptance of the open school organization. General findings indicate that students from open elementary schools see greater similarities between elementary and junior high school than do students from traditional elementary schools. These results are discussed in terms of the diversity of activities and the dominance of authority as organizational properties of schools. Some evidence on how family factors may influence student transition between different stages of school organization is also provided. (Author/DN)

ED 069 041 24 EA 004 636

Hilfiker, Leo R.

A Profile of Innovative School Systems.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—WRDCCL-TR-172

Bureau No.—BR-5-0216

Pub Date Aug 71

Contract—OEC-5-10-154

Note—73p.; Report from the Project on Models for Effecting Planned Educational Change

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Administrator Relationship, Change Agents, Comparative Analysis, Correlation, Educational Change, *Educational Innovation, *Educational Research, Educational Theories, Human Relations, Instructional Innovation, *Interpersonal Relationship, Measurement Techniques, Models, Multiple Regression Analysis, *Organizational Climate, *School Districts

An earlier report examined the relationship of school system innovativeness to selected dimensions of interpersonal behavior in eight school systems as revealed through data collected in 1967. The major implication of this study suggested that the climate of the schools might be changed to make them more receptive to innovation from within or from without the system. The study replicates portions of the 1967 study, and has the additional objectives of relating findings to organizational models and delineating characteristics of an innovative school system. System innovativeness is determined through the study of data collected from a random sampling of professional staff members in the eight school systems. The variables studied to determine the ranking of the system include staff perceptions of school system interpersonal process norms, norms of staff meetings, function of the principal, and other influences. Four major concepts examined and related to a framework for organizational growth are organizational health, an organization conceived organically like a living organism,

Likert's model of the human organization, and Mooney's model of creative systems. In the final section, a number of generalizations concerning innovativeness are presented following a review of the data gathered from the 8-school study. These characteristics are presented, and a profile of innovative school systems is developed. See previous related study, ED 029 808. (Author)

ED 069 042 24 EA 004 641

Dyck, Harold J.

A Study of the Bases of Legislative Decisions on Educational Policy. Final Report.

California Univ., Berkeley. Board of Regents.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Dec 70

Grant—OEG-6-10-282

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Education, Educational Legislation, *Educational Policy, Educational Research, Legislators, Policy Formation, Political Affiliation, Political Influences, Research Projects, *State Government, *State Legislation

Identifiers—California

This monograph reports an exploratory study of legislative behavior in the field of education. The study sampled a large number of legislators' rollcall votes involving educational policy under various conditions of partisanship. The specific objectives of the study were to (1) determine the changes that occur in patterns of rollcall voting on education measures when the intensity of partisanship increases, (2) compare the patterns of voting on education measures in the lower and upper houses of a legislature that undergo a transition in level of partisanship, and (3) determine the programmatic and interest group effects of changes in the level of partisanship. The study was made of the California State Legislature between 1955 and 1966. During this time, the legislative body reflected the behaviors characteristic of three distinguishable political periods: transitional politics (1955-1958) during which nonpartisan factionalism prevailed, moderate partisanship (1959-1962), and intense partisanship (1963-1966). (Pages 46-153 may reproduce poorly.) (Author/JL)

ED 069 043 EA 004 665

Year-Round Schools. Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on the Value of Year-Round Schools. (Washington, D. C., April 24, 1972.)

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 24 Apr 72

Note—428p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Costs, *Extended School Year, *Quarter System, School Calendars, *School Districts, School Schedules, Trimester Schedules, *Year Round Schools

Identifiers—Congressional Hearings

This document contains statements by experts in the field of year-round schools and excerpts from publications dealing with various plans for year-round schools. The statements and publications discuss (1) the Valley View 45-15 continuous school year plan, (2) the Jefferson County, Kentucky, elective quarter plan, (3) various four quarter school plans, (4) the three plus system, (5) the Dade County Florida "quimester" program, and (6) other extended school year programs. (JF)

ED 069 044 24 EA 004 668

Chesler, Mark And Others

Resources for School Change I: A Manual on Issues and Programs in Training Educational Change.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0649

Pub Date 72

Contract—OEC-0-70-3322

Note—109p.

Available from—Dr. Mark Chesler, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104 (Free, limited supply)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, Conflict, *Consultants, Education, Educational Change, *Guidelines, *Organizational Change, Politics, Racial Discrimination, Racial Factors, *School Environment, Secondary Schools, Student School Relationship

This manual provides guides to assist consultants discover, create, and maintain meaningful changes in secondary schools. Among the change issues discussed are the politics of educational racism, youth oppression, and professionalism; and patterns of conflict. To assist in the retraining of consultants in the processes and strategies of change, the manual incorporates training episodes that focus on (1) values and goals of the change agent, (2) risk and commitment, (3) client making and contracting, (4) strategy development for school diagnosis, (5) team or cadre selection and training, and (6) following activities. Related documents are EA 004 669 and EA 004 670. (Author/JF)

ED 069 045 24 EA 004 669

Wittes, Simon And Others

Resources for Social Change II: A Guide for School Administrators.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0649

Pub Date 72

Contract—OEC-0-70-3322

Note—85p.

Available from—Dr. Mark Chesler, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104 (Free, limited supply)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Administrative Personnel, *Administrator Guides, *Administrator Role, Educational Accountability, Educational Change, *Organizational Change, Racism, *School Environment, Secondary Schools, *Student School Relationship

Identifiers—*Disruption

This manual provides analyses of issues on and examples of programs relevant to contemporary school crises. Five authors comment on (1) the administrator's dilemma in school disruptions; (2) a case study of school disruption and the responses of two school administrators; (3) three major clusters of issues relevant to the state of American secondary education—racism, organizational structures and processes, and professionalism and accountability; and (4) some alternative administrative roles culled from prior discussions. In each chapter, the authors provide an analysis of key issues and describe a series of steps that can be taken to improve current school situations. The action plans suggested are taken from actual or modified versions of plans attempted in various schools throughout the nation. Related documents are EA 004 668 and EA 004 670. (Author/JF)

ED 069 046 24 EA 004 670

Bryant, Bunyan And Others

Resources for School Change III: A Manual on Issues and Strategies in Resource Utilization.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0649

Pub Date 72

Contract—OEC-0-70-3322

Note—115p.

Available from—Dr. Mark Chesler, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104 (Free, limited supply)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Change Agents, Conflict, Consultants, Educational Accountability, *Educational Change, *Human Resources, Minority Groups, *Organizational Change, Racism, *Resource Guides, Resource Materials, School Community Relationship

This manual identifies and discusses persons, organizations, or materials that may be of assistance to people involved in making changes in schools. The first part of the report begins with an overview of the issues and current concerns in schools, and it explores some short and long term strategies for system change. A discussion follows of how to use resources to enhance a school change program, inclusive of how to determine what kinds of resources would be most useful, where to locate them, and how to integrate them

into a program. The balance of the presentation is given over to a listing of agencies or consultant firms, particularly those that have not received broad publicity, that offer a variety of resource assistance to groups working for change in their schools. Related documents are EA 004 668 and EA 004 669. (Author/JF)

ED 069 047 24 EA 004 703
Livingston, Samuel A.

Simulation Games and Political Attitudes: The Importance of Role Identification and Game Structure.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—JHU-CSOS-R-140

Bureau No.—BR-6-1610

Pub Date Oct 72

Grant—OEG-2-7-061610-0207

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *Classroom Games, Comparative Analysis, Comparative Statistics, Correlation, Educational Games, *Game Theory, Grade 8, Instructional Innovation, Learning, Learning Activities, *Political Attitudes, *Role Perception, Role Playing, *Simulation, Teaching Methods, Teaching Techniques, Voting

In an experiment conducted under classroom conditions with 8th grade students, the simulation game "Democracy" was shown to be effective at teaching that "log-rolling" is an acceptable part of the legislative process. Two aspects of the game—role identification and game structure—were shown to contribute independently to its effectiveness. However, the game proved ineffective in changing political attitudes not directly related to log-rolling. (Author)

ED 069 048 80 EA 004 717
Hawthorne, Phyllis Hanson, Gordon

Bibliography of the State Educational Accountability Repository.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—77p.

Available from—SEAR, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702, Or, CAP, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Bibliographies, Budgeting, *Educational Accountability, Educational Legislation, *Educational Needs, *Educational Objectives, Evaluation, Planning, Programming, State Action, *State Departments of Education, State Legislation

Identifiers—Assessment, Elementary Secondary Education Act Title V, ESEA TITLE V, *Needs Assessment

This bibliography, one of a series of reports dealing with accountability, lists publications from State education agencies on (1) the process of their accountability programs, (2) Statewide assessment, (3) legislation, and (4) on other related subjects. These publications, which are contained in the Wisconsin State Repository, appear in the bibliography by State and by date of publication or subject matter. Looseleaf format permits the bibliography to be updated periodically as new material is received. Although it is unable to supply copies of the actual documents listed, the Wisconsin State Repository can provide abstracts of those publications of interest on demand. Related documents are EA 004 718 and EA 004 719. (Author/JF)

ED 069 049 80 EA 004 718
Zimmerman, Alan

Education in Focus: A Collection of State Goals for Public Elementary and Secondary Education.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—55p.

Available from—CAP, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203, Or, SEAR, Wisconsin Dept. of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Behavioral Objectives, Career Education, Citizenship, *Cognitive Objectives, Creative Thinking, Cultural Awareness, Economic Education, *Educational Accountability, *Educational Objectives, Health Programs, Human Relations, Physical Environment, Self Actualization, State Action, *State Departments of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This monograph, the third in a series of documents dealing with educational accountability, contains a compilation and an analysis of goal statements available from State departments of education on the direction of public education in America as reflected in State goals. Learner outcome goals are classified under the areas of (1) basic skills; (2) cultural appreciation; (3) self-realization; (4) citizenship and political understanding; (5) human relations; (6) economic understanding; (7) physical environment; (8) mental and physical health; (9) creative, constructive, and critical thinking; (10) career education and occupational competence; (11) lifelong learning; and (12) values and ethics. The report also discusses process goals—statements related to educational programs and instructional methods for facilitating the attainment of learner outcome goals and institutional goals—organizational structures, management capabilities and financial support for implementing process and learner outcome goals. Related documents are EA 004 717 and EA 004 719. (Author/JF)

ED 069 050 80 EA 004 719
Hawthorne, Phyllis

Legislation by the States: Accountability and Assessment in Education. A Monograph.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—34p.

Available from—CAP, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203, Or, SEAR, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Educational Accountability, Educational Legislation, *Evaluation, Planning, Programming, Public Schools, State Action, State Departments of Education, *State Legislation, Tables (Data)

Identifiers—Elementary Secondary Education Act Title V, ESEA TITLE V

This monograph, the first in a series of documents being compiled from materials located in the Wisconsin State Educational Accountability Repository, reproduces copies of, or excerpts from, legislation that has been enacted through May 1972 in 19 States for Statewide assessment programs, accountability programs, and PPBS systems. Some of the statutes included were initiated and recommended by State education agencies; others were mandated by State legislatures. The report also includes a 2-page table that indicates at a glance the status of accountability legislation for all the States and outlying possessions of the United States. This publication should be of interest to persons at the State and local level who are responsible for elementary and secondary education in the nation. Related documents are EA 004 717 and EA 004 718. (Author/JF)

EC

ED 069 051 EC 050 086

Cook, John J.

Test Anthology: Fugitive and Standardized Tests.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date [71]

Note—257p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, Behavior Rating Scales, *Exceptional Child Education, *Handicapped Children, *Standardized Tests, Student Evaluation, *Testing

The test anthology designed for special education administrators, teachers, and program planners contains approximately 300 entries consisting of standardized and fugitive tests, behavior rating scales, and summary evaluation sheets. Entries are indexed by key words which are descriptive of the testing instrument and by author. An alphabetized contents table precedes both key word and author indexes. Entries generally indicate key word, title, purpose of the instrument, author, age range for which the test is designated, number assigned for computer alphabetizing, library call number, category or type of instrument, date the instrument was entered into the index, and all key words for the instrument. It is explained that special education personnel may request by mail from the Department of Public Instruction Library in Madison, Wisconsin, data sheets which supply ordering information and pertinent data abstracted from the instrument manual or instructions. Relevant research and evaluative studies are included. Data sheets are intended to allow the user to make a fairly detailed appraisal of the entry without examining the instrument. It is noted that copies of the testing instruments may be procured only by contacting the developers directly. (GW)

ED 069 052 EC 050 102

Spatial Imagery and Linguistic Processes in Deductive Reasoning in the Mentally Retarded Child. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-9-242178-4149-032

Note—78p.; Final Report 21.3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deductive Methods, *Educable Mentally Handicapped, *Exceptional Child Research, Junior High School Students, Logical Thinking, Mentally Handicapped, Problem Solving, Psycholinguistics, *Spatial Relationship, *Thought Processes

Data were obtained on the reasoning processes of 92 normal seventh graders (IQ range, 90-130), 14 adjusted seventh graders (IQ range, 70-90), and 54 educable mentally retarded (EMR) junior high students (IQ range, 55-80) to determine whether spatial imagery differentially influenced the solution of three-term series problems, to determine the relative difficulties of three-term series problems as a function of age, sex, verbal IQ, and nonverbal IQ, and to determine whether the directionality preferences of mentally retarded subjects were related to their specific reasoning errors. Explained were factors to be considered in the study of deductive reasoning and the predictive ability of isotropic theory, theory of spatial paralogic, theory of spatial images, and deep structure theory. Findings indicated that instructions to use spatial imagery in problem solving systematically facilitated problem solution for the adjusted subjects. On the average, each of the 54 EMR subjects used four categories for spatial assignments so that prediction of series problem errors from spatial assignments was severely handicapped. Absolute errors were generally greater for subjects who had lower verbal IQ scores. No consistent differences in absolute or relative errors resulted when age was used to organize the data. (GW)

ED 069 053 EC 050 103

Sitko, Merrill C. And Others

The Relationship of Word- and Sentence-Associations of EMR Children to Reading Performance. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Grant—OEG-9-242178-4149-032

Note—233p.; Final Report 6.33

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, Primary Grades, Reading, *Reading Ability, *Sentence Structure, *Word Recognition

Reported was a two part study of 59 educable mentally retarded (EMR) primary grade children which examined the possibility of ascertaining continuous word-association norms, word-association norms, and sentence norms for EMR children, and of utilizing the high word and sentence associations to facilitate reading instruction. Collection of both word-association and sentence-association responses indicated that a substantial number of stimulus words and sentences yielded a high degree of response commonality. However, contrary to hypothesized results, data indicated that nonassociation word pairs may be read with greater accuracy than high association words. Data also failed to support any facilitative effect of high associations on pupils' gain in reading at either the sentence recognition level or the sentence comprehension level. Anecdotal records examined teaching styles and lessons for each class. Failure of the data to confirm the authors' hypothesis was thought to be due to the children's prior exposure to phonic/analytic methods of instruction and to their inability to organize verbal materials according to semantic or associative properties. Instructional materials were included in the appendix. (GW)

ED 069 054 EC 050 104

Sitko, Merrill C. Semmel, Melvyn I.
Organizational Strategies in Free Recall Verbal Learning of Normal and Retarded Children. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 72
Grant—OEG-9-242178-4149-032
Note—202p.; Final Report 40.3

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Associative Learning, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Language Ability, Males, Mentally Handicapped, *Retention, *Verbal Learning

Three measures of verbal input organization (category clustering, associative clustering, and subjective organization) were employed to compare the performances of 30 normal and 30 educable mentally retarded (EMR) elementary school males of equal chronological age on various free recall learning tasks. Subjects were given 12 successive trials on each of five stimulus lists. Findings indicated that EMR children demonstrated less category clustering and recall than normal boys on the categorized list, and less associative clustering and recall than normal boys on a stimulus list composed of high associative paradigmatic noun pairs. EMR subjects demonstrated significantly less recall than normal boys on stimulus lists composed of either low associative paradigmatic or low associative syntagmatic word pairs. Investigators focused on M. Semmel's model of the language behavior of EMR children as a guide. Reviewed was the literature on the major psychological theories attempting to explain the organizational processes involved in learning and memory, on category clustering in free recall, on associative clustering in free recall, on subjective organization in free recall, and on clustering studies of children. (Author/GW)

ED 069 055 EC 050 105

Hillman, Stephen B.
The Effects of Question Type and Position on Four Types of Learning Among Mentally Retarded Children. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-9-242178-4149-032

Note—135p.; Final Report 17.3

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, *Inquiry Training, *Learning Processes, Logical Thinking, *Memorizing, Mentally Handicapped, Story Telling, Teaching Methods, Time Factors (Learning)

Examined were the effects of memory and inference questions on learning in 90 educable mentally retarded children (aged 9 to 13 years) who were read a short story, each section of which was preceded or followed by a training question which cued relevant information. Results indicated that those questions which followed the

presentation of sections of the story were more effective in increasing short term achievement than were those which preceded the sections of the story, that close temporal proximity between critical information to be learned and the question led to greater learning, and that those subjects who received the same type of training question and criterion question performed better on the delayed relevant criterion tests (after 15 minutes) than did those who had a mixture of question types. No differences were found between groups on the incidental criterion tests. Appendixes included the short story, the criterion tests, and the training questions. (Author/GW)

ED 069 056 EC 050 106

Leach, Edwin

Interrogation: A Model and Some Implications. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 72

Grant—OEG-9-242178-4149-032

Note—26p.; Final Report 13.3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Communication (Thought Transfer), *Early Childhood, *Language Patterns, *Models, *Mothers, Parent Child Relationship, *Verbal Communication

Communication interactions between a child (2 to 5 years of age) and the language users around him were studied by means of a descriptive model which employs interrogation as the index of audit speech patterns. It was hypothesized that adult demands would correlate with a child's language response capability and would constitute a useful index of the child's language environment. Using 15 categories of questions (such as tag question, auxiliary and infinitive question, and main verb introduced question), examiners analyzed adult questions generated from seven mother child interactions. Interrogation profiles showed a shift in the adult interrogation from a heavy concentration in a few categories among the youngest subjects to a more even distribution among older subjects. Results indicated that type of verbal demands an adult places on a child changed in relation to improved language capability. (GW)

ED 069 057 EC 050 107

Environmental Programming for the Deaf-Blind. Michigan School for the Blind, Lansing.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—126p.; Environmental Programming Workshop for State Department of Education, Summer, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Deaf Blind, *Environmental Influences, *Exceptional Child Education, Guidelines, Multiply Handicapped, Operant Conditioning, Reinforcement, Workshops

Presented are the proceedings of an environmental programming workshop on deaf blind individuals at which principles, techniques, and examples of behavior modification were discussed and demonstrated. Rules for data collection are given as well as explanations of the categorizing, the measuring devices, and the data sheets involved in behavior measurement. Basic principles of reinforcement, extinction, and punishment are discussed. Identified are the objectives of a film which contrasts an unstructured custodial program and a program which utilizes the principles of positive reinforcement, extinction, and punishment in an institutional setting. Explanations and specific applications of the following techniques are presented: shaping, fading, response chaining, modeling, imitation, reinforcement of incompatible behavior, time out, and response cost. Training and maintenance procedures specifically related to the following activities are examined: toilet training, hand washing, self care, dressing, eating, social behavior, aggressive behavior, stereotyped motor movements, and self abuse. Guidelines for instructing parents in homebased management techniques are provided. (GW)

ED 069 058 EC 050 108

How Children Grow.

National Institutes of Health (DHEW), Bethesda, Md.

Report No.—DHEW-NIH-72-166

Pub Date Jun 72

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1740-0329, \$6.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Environmental Influences, *Exceptional Child Education, *Genetics, *Growth Patterns, *Handicapped Children, Nutrition, *Physical Development

The discussion of genetic and environmental factors in the growth of children from infancy to adolescence focuses on intrauterine life, the effects of nutrition, hormones, illness, and emotion in the childhood years, and obesity and puberty in adolescents. Described are processes, such as amniocentesis, for monitoring the physiology chemistry of the uterine environment. The neonate suffering from intrauterine growth retardation is distinguished from the premature infant, and risks of each are specified. Noted are variant growth patterns in males and females such as the much lower production of muscle cells in the female. It is said that radioimmunoassay has revolutionized the chemical analysis of hormones such as human growth hormone, insulin, and thyrotrophin whose functions are explained. Also analyzed are the effects on growth and development of emotional deprivation and of illnesses such as malnutrition, sickle cell anemia, and heart disease. Treated are the physiological processes underlying growth spurts of puberty, which are said to make puberty the most difficult time in life to lose weight. (GW)

ED 069 059 EC 050 117

A Plan for Itinerant Educational Consultant Services for Preschool Visually Handicapped Children.

Allegheny Intermediate Unit No. 3, Exceptional Children's Program, Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Educational Programs, *Exceptional Child Education, *Itinerant Teachers, Parent Role, *Preschool Children, Program Descriptions, *Visually Handicapped

Examined is a 2 year program in which itinerant teachers provided preparatory educational experiences to preschool visually handicapped children and demonstrated specific educational techniques to parents. Explained are: procedures of identification, referral, interviewing and instruction; use of paraprofessionals, mobility specialists, and student teachers; and the development of a toy library where entries were catalogued according to age levels and developmental goals. Children are identified according to diagnosis, age at time of report, number of itinerant teacher visits, disposition, and cooperating agency. Six case studies which include reports of mobility students, instructional aides, or nursery school teachers are presented. (GW)

ED 069 060 EC 050 119

Trevana, Thomas M.

The Role of the Resource Teacher in Mobility Instruction.

Alameda County School Dept., Hayward, Calif.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, *Exceptional Child Education, Guidelines, *Resource Teachers, Teacher Role, Teaching Methods, *Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation

The booklet suggests activities that a resource teacher for the visually impaired can incorporate into the curriculum to ready students for instruction by an orientation and mobility specialist. Activities such as the following are recommended: introductions to sighted guides, direction taking, protective procedures, and squaring off; body awareness activities; learning of descriptive and cardinal directions; lessons in estimating and measuring distance; identification games for distinguishing objects and surfaces; reading of tactual maps; identification of sounds; and physical education activities that contribute to balance, coordination, awareness of spatial relations, free movement, strength, agility, reaction time, and orientation. (GW)

ED 069 061

EC 050 136

University Affiliated Facilities; An Overview.

Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, Federal Aid, *Health Facilities, Health Personnel, *Health Services, Interdisciplinary Approach, Manpower Needs, *Mentally Handicapped, *Physically Handicapped, Special Health Problems, Universities

Described is a federally funded program of university affiliated facilities intended to develop skilled manpower in the field of mental retardation and other developmental disabilities and to demonstrate interdisciplinary, innovative, and improved services for persons who are developmentally disabled. Locations of the facilities are identified as is their responsibility in service areas such as diagnosis, evaluation, treatment, personal care, day care, special living arrangement, training, protective services, recreation, counseling, and transportation. Examined are the variety of disciplines represented in the training programs as well as the results of a followup survey of trainees. A review and assessment of the program are summarized. (GW)

ED 069 062

EC 050 137

Communication and Computation Skills for Blind Students Attending Public Schools.

Suffolk County Board of Cooperative Educational Services, Dix Hills, N.Y.

Pub Date 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Braille, *Communication Skills, *Exceptional Child Education, Itinerant Teachers, Mathematics, Public Schools, Reading, Reading Readiness, *Teaching Methods, *Visually Handicapped, Writing Skills

Identifiers—Nemeth Code

Outlined are evaluative and instructional procedures used by itinerant teachers of blind children in public schools to teach readiness for braille reading and writing, as well as braille reading and writing, signature writing, and the Nemeth Code of braille mathematics and scientific notation. Readiness for braille reading and writing is considered in terms of attitudinal readiness, physical evaluation, social and emotional readiness, and the development of tactile discrimination and prewriting skills. Noted are aims and techniques of teaching braille, mechanics of reading braille for different age groups from kindergarten through senior high school, and problems inherent in the use of braille such as difficulties with unwieldy or hard to obtain volumes and confusion due to the multiple uses of braille symbols. Examined are techniques for teaching braille writing, the use of the slate and stylus for braille writing, and the mechanics of signature writing. Listed are supplementary aids for teaching the Nemeth Code to kindergarteners through senior high school students as well as aids and devices for supplementary mathematics and science. (GW)

ED 069 063

EC 050 138

Abeson, Alan, Ed. Fleury, J. B., Ed.

State Certification Requirements for Education of the Handicapped.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Handicapped Children, *Special Education Teachers, *State Standards, *Teacher Certification

Provided is an alphabetical, state-by-state listing of state requirements for certification in the education of handicapped children which includes information on types of certificates required, general requirements, and requirements specific to various disability areas. General requirements include such matters as official transcripts, health certificate, professional references, birth certificate, and certificate from

an in-state institution. Types of certification are said to be a specific special education certificate or an endorsement attached to a regular elementary or secondary certificate. Listed are course requirements, competency requirements, and extra training, experience or education necessary for specializing in specific disability areas. (GW)

ED 069 064

EC 050 139

Drug Therapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 602.

Council for Exceptional Children, Arlington, Va.

Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—16p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Drug Therapy, *Exceptional Child Research, *Handicapped Children, Sedatives

Identifiers—Megavitamin Therapy, Orthomolecular Therapy

The selected bibliography on drug therapy contains approximately 46 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings, as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 069 065

EC 050 140

Preschool and Early Childhood; A Selective Bibliography. Exceptional Child Bibliography Series No. 606.

Council for Exceptional Children, Arlington, Va.

Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—31p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Early Childhood, Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Kindergarten, Nursery Schools, Preschool Children, Preschool Education

The selected bibliography on preschool and early childhood contains approximately 91 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 069 066

EC 050 141

Homebound or Hospitalized; A Selective Bibliography. Exceptional Child Bibliography Series No. 607.

Council for Exceptional Children, Arlington, Va.

Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—16p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Exceptional Child Education, *Handicapped Children, *Homebound, Home Instruction, Home Visits, *Hospitalized Children, Hospital Schools

The selected bibliography on homebound or hospitalized children contains approximately 45 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1950 to 1971. (CB)

ED 069 067

EC 050 142

Administration; A Selective Bibliography. Exceptional Child Bibliography Series No. 610.

Council for Exceptional Children, Arlington, Va.

Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—23p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Administration, Administrative Organization, Administrative Policy, Administrative Problems, Administrator Evaluation, Administrator Role, *Annotated Bibliographies, *Exceptional Child Services, *Handicapped Children

The selected bibliography on administration contains approximately 66 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1961 to 1971. (CB)

ED 069 068

EC 050 143

Aurally Handicapped - Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 625.

Council for Exceptional Children, Arlington, Va.

Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—31p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Audiology, Auditory Tests, *Aurally

Handicapped, Deaf Interpreting, *Exceptional Child Research, Hearing Aids, Hearing Therapy, Manual Communication

The selected bibliography of research on aurally handicapped children contains approximately 95 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1963 to 1971. (CB)

ED 069 069 EC 050 144
Speech Handicapped - Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 627.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—24p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Aphasia, *Cleft Palate, *Exceptional Child Research, *Language Handicapped, *Speech Handicapped, *Speech Pathology, *Speech Therapy, *Stuttering

The selected bibliography of research on speech handicaps contains approximately 69 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1963 to 1971. (CB)

ED 069 070 EC 050 145
Parent Education/Parent Counseling; A Selective Bibliography. Exceptional Child Bibliography Series No. 631.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—32p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Exceptional Child Education, *Handicapped Children, *Parent Child Relationship, *Parent Counseling, *Parent Education, *Parent Influence, *Parent Role, *Parent School Relationship

The selected bibliography on parent education and parent counseling contains approximately 98 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation,

and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1952 to 1971. (CB)

ED 069 071 EC 050 146
Diagnostic Teaching; A Selective Bibliography. Exceptional Child Bibliography Series No. 632.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—19p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Diagnostic Teaching, *Exceptional Child Education, *Handicapped Children, *Individualized Instruction, *Precision Teaching

The selected bibliography on diagnostic teaching contains approximately 48 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 069 072 EC 050 147
Vocational Training; A Selective Bibliography. Exceptional Child Bibliography Series No. 633.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—31p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Employment Experience, *Employment Opportunities, *Employment Potential, *Exceptional Child Education, *Handicapped Children, *Job Skills, *Vocational Education

The selected bibliography on vocational education contains approximately 88 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CB)

ED 069 073 EC 050 148
Gifted and Creativity Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 639.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—31p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Creative Ability, *Creativity, *Creativity Research, *Exceptional Child Research, *Gifted, *High Achievers

The selected bibliography of research on gifted children and creativity contains approximately 79 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1926 to 1971. (CB)

ED 069 074 EC 050 149
Trainable Mentally Handicapped - Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 640.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—20p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Abstracts, *Annotated Bibliographies, *Exceptional Child Education, *Mentally Handicapped, *Mongolism, *Residential Programs, *Trainable Mentally Handicapped, *Training Techniques

The selected bibliography of programs for trainable mentally handicapped children contains approximately 55 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1961 to 1971. (CB)

ED 069 075 EC 050 150
Trainable Mentally Handicapped - Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 641.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—31p.

Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Exceptional Child Research, Mentally Handicapped, *Mongolism, *Trainable Mentally Handicapped

The selected bibliography of research on trainable mentally handicapped children contains approximately 93 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (A sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication data of documents abstracted ranges from 1958 to 1971. (CB)

ED 069 076 EC 050 159

Special Olympics Instructional Manual. . From Beginners to Champions.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date 72

Note—146p.

Available from—AAHPER Publication Sales, 1201 16th Street N. W., Washington, D. C. 20036 (Stock #245-25322 \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Exceptional Child Education, Guidelines, *Mentally Handicapped, *Physical Education, Physical Fitness, Recreation, Swimming, *Teaching Guides

The manual is intended to assist teachers, volunteers, and parents in providing physical education or recreation activities for mentally retarded children. Presented in each of the four basic activity areas (fitness and conditioning, track and field, volleyball, and swimming) are activities, drills, methods, teaching/coaching suggestions, and sequenced progressions for children at all age and performance levels. Basic, intermediate, and advanced fundamentals of each activity are described, with progressive teaching sequences and detailed practice schedules or lesson plans. Also explained is the philosophy and rationale for physical education and recreation programs for the retarded, with special reference to the Special Olympics (a yearly national sports competition for retarded children). Line drawings illustrate the manual. (KW)

ED 069 077 EC 050 160

Lazar, Alfred L., Ed. Duncan, Donald K., Ed. The Challenge of Accountability in Programs for the Gifted.

California Association for the Gifted.

Pub Date 71

Note—54p.; Conference Proceedings of Annual Conference, California Association for the Gifted (Ninth, February 26-27, 1971, Monterey)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Creative Development, Curriculum, *Educational Accountability, Educational Programs, *Exceptional Child Education, *Gifted

The conference proceedings include 22 papers or workshop session summaries from the conference on the gifted. Some of the topics discussed are educational evaluation of the social worth of programs, economic accountability, the role of parent organizations, communicating with the state legislature, encouraging creativity in learning, describing highly gifted students, providing qualitatively different learning experiences, identification of creative potential, and developmental stages (after Erikson and Piaget). Other subjects covered include gifted minority students,

individualized instruction and learning centers, educating teachers of the gifted, creative writing ideas, and various other curriculum suggestions. (KW)

ED 069 078 EC 050 161

Fink, Albert H. And Others

The Effects of Games on Motivational Aspects of Teacher-Pupil Interaction. Final Report 20.3.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 71

Grant—OEG-9-242178-4149-032

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attention Span, *Culturally Disadvantaged, Disadvantaged Youth, *Educable Mentally Handicapped, *Exceptional Child Research, *Games, Mentally Handicapped, *Motivation Techniques

Examined was whether systematic use of motivational games by teachers of the culturally disadvantaged and educable mentally retarded (EMR) can improve students' attending behaviors (operationally defined in terms of teacher-pupil interaction). Teachers of five randomly selected regular inner city first and second grade classes and five primary EMR classes were trained in games stimuli and systematic introduction of games into class curricula. Results showed that use of games did not significantly affect overall frequency of off-task behavior in either regular or EMR classes, although individual teachers produced considerably different results. Noted were differences in deviancy patterns between the two types of classes and games' effects on specific forms of deviant behavior. (KW)

ED 069 079 EC 050 162

Curriculum for the Intellectually Disabled Trainable.

Magnolia Special Education Center, Orlando, Fla.

Pub Date Jun 70

Note—144p.

Available from—Florida Department of Education, Tallahassee. Division of Elementary and Secondary Education

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication Skills, *Curriculum Guides, *Exceptional Child Education, Interpersonal Competence, *Mentally Handicapped, Self Care Skills, Skill Development, *Trainable Mentally Handicapped

Identifiers—*Daily Living Skills

The curriculum guide presents a developmental sequence of learning activities to achieve specific goals for primary, intermediate, and secondary age level trainable mentally retarded students. Six major areas of learning are covered: self care (bathroom, grooming, food, clothing, safety), body usage (gross motor, health, fitness, eye-hand coordination), communication, basic knowledge (information, numbers, awareness, social studies), practical skills (tools, household items, family chores, vocational readiness), and social behavior. To achieve the goals listed in sequential order in each area of learning, appropriate activities and specific materials are suggested. The curriculum is designed to train up to 15 children in a group setting with one teacher and a teacher's aide. (KW)

ED 069 080 EC 050 163

Achievement Unlimited: Enhancing Self-Concept through Improvement of Academic, Motor and Social Skills.

Florida Univ., Gainesville. Coll. of Education.

Pub Date Jul 72

Note—66p.

Available from—P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Florida 32601 (\$1.08)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Behavior Problems, Demonstration Projects, *Exceptional Child Research, *Handicapped Children, Resource Teachers, *Self Concept, Self Esteem, Success Factors

An experimental program improved students' self-concept and broke their failure cycle. Ss were 19 second through fifth grade students who were distractable and had various individual learning and/or behavior problems. For 1 year, they left their regular classrooms to spend 2 hours daily with a special education teacher. In-

dividually designed educational programs were highly structured and emphasized both social and academic success, which students were not accustomed to achieving. Students were provided with success experiences in social, motor, academic, and perceptual areas. They charted their own successes and were rewarded for growth. Pre- and post-tests measured academic performance (math, spelling, reading, writing skills) and self concept. Additional data included personal behavior graphs, work samples, videotapes, and behavioral checklists. Ss made significant gains in all academic areas tested, and competencies in social interaction improved more than could be attributed to maturity alone. Self-portraits showed that all students felt they had improved both academically and in social interaction. Heterogeneous grouping of students demanded only one special teacher and was considered economically efficient. (KW)

ED 069 081 EC 050 164

Florida Title VI, Projects in Review, Education for the Handicapped.

Florida State Dept. of Education, Tallahassee.

Div of Elementary and Secondary Education.

Pub Date 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Exceptional Child Education, *Federal Aid, Grants, *Handicapped Children, *Program Descriptions, *State Programs

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, Florida

Reported upon are a total of 40 projects funded in Florida under PL 91-230, Title VI, Part B, Education of the Handicapped Act, which provides funds to states to assist in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at preschool through secondary levels. Project abstracts of the various county programs are grouped by year: fiscal years 1971, 1970, 1969, and summer 1968. Project abstracts include such information as project director, number of children (and their handicaps) involved, amount of grant, brief project description, and objectives of the project. Also included in the report are a list of State Advisory Committee for Exceptional Child Education members, the urgent program needs identified in accordance with Federal guidelines for the development of a State Plan, criteria for Title VI projects to contribute to meeting these needs, and the relevant portions of the Education of the Handicapped Act pertaining to definition of handicapped, authorization of grants, allotment of funds, and State Plans. (KW)

ED 069 082 EC 050 165

Foster, Ray E.

Designing Instructional Programs in a Sparsely-Populated District.

Florida State Dept. of Education, Tallahassee.

Div of Elementary and Secondary Education.

Pub Date Dec 71

Note—17p.; Speech presented at the CEC Conference (Memphis, Tennessee, December, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Educational Planning, Educational Programs, *Exceptional Child Education, Program Development, Program Planning, *Rural Education, *School Districts

Identifiers—Florida

Discussion of problems associated with designing instructional programs for rural, sparsely populated school districts is illustrated with examples of educational planning in Jefferson County, Florida. The county is characterized by a diminishing agrarian economy, poverty, a 75% black school enrollment, and educational disadvantage. Factors to be considered in planning are described as fourfold: nature of population, continuum of needs (determined by kinds of needs and number of levels on which each must be met), parameters of needs (determined by size of group), and availability of resources. Need for preventive rather than remedial programs is stressed. Described is the county's Special Needs Resource Room Program in the primary grades, the program for educable mentally retarded individuals, and planning for secondary level educationally disadvantaged students. Overall, educational planning in rural areas is said to involve need appraisal and ordering,

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strategy development, matching resources to strategies without duplication, developing multi-county solutions to low-incident exceptionality problems and inservice teacher education, securing supplementary State and community agency services, and assessing effectiveness of programs. (KW)

ED 069 083 EC 050 166
Education for Mentally Retarded Children and Youth in Florida Public Schools.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education. Pub Date Jun 72

Note—9p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Educational Philosophy, *Exceptional Child Education, Identification, *Mentally Handicapped, *State Standards, Student Placement

Identifiers—*Florida
The position paper on the education of mentally retarded children in Florida public schools acknowledges recognized definitions of mental retardation and states that Florida's definition requires that an individual have both impaired intelligence and impaired adaptive behavior. Early planned screening by teachers and school officials is recommended; students obtaining an IQ score of 80 or less on a group test should be referred for individual psychological evaluation. Identification, certified by a qualified examiner (state certification in school psychology or a licensed psychologist), takes into account the following factors: medical examination, psychological testing, achievement test, adaptive behavior, other tests deemed necessary, parent interview and permission, and case history. Placement in a program for the retarded is said to be the responsibility of a special staffing committee or an exceptional child admissions specialist. Guidelines for grouping students by chronological age are given, and reasons for dismissal from the program are mentioned. (KW)

ED 069 084 EC 050 167
Curriculum Guide in Occupational Preparation for the Disadvantaged and Handicapped.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education. Pub Date 71

Note—60p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Handicapped Children, Mentally Handicapped, *Prevocational Education, *Vocational Education, Work Attitudes

The curriculum guide is intended to prepare disadvantaged and handicapped, primarily educable mentally retarded, students for holding productive jobs. Emphasis is on developing in students the values and attitudes that are basic to the success of any worker. The guide is divided into five sections: pre-primary, primary, intermediate, junior high, and senior high. Given for each level are student characteristics, desired outcomes or goals stated in terms of observable and measurable behavior, behavioral objectives, and suggested learning activities. At the pre-primary and primary levels, development of proper attitudes, behavior, work habits, and skills is stressed. At intermediate and junior high levels, suggestions are made for using the classroom and school as a vocational learning laboratory (practice of vocational-related skills in class and application in specified work areas within the physical plant of the school). At the senior high level, emphasis is upon social requirements of young adulthood and supervised community work experiences. (KW)

ED 069 085 EC 050 180
Blanco, Ralph F.
Prescriptions for Children with Learning and Adjustment Problems.

Pub Date 72
Note—298p.
Available from—Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.25)

Document Not Available from EDRS.

Descriptors—Behavior Problems, *Diagnostic Teaching, *Educational Psychology, Emotional Problems, *Exceptional Child Education, *Handicapped Children, Learning Difficulties,

Personality Problems, *Psychoeducational Processes

A total of 1,170 psychoeducational prescriptions for various major learning and behavior problems of school children are presented. Intended to be of assistance to school, clinical, and educational psychologists and graduate students, the volume assumes a familiarity with childhood exceptionality and psychopathology. The prescriptions (psychoeducational recommendations) were compiled from those contributed by 146 school-related psychologists. Most of the treatments suggested are derived from psychodynamic, reinforcement, and need-motivation theories. Prescriptions contain behavioral management, curricular, and remedial suggestions for the following problem areas: aggression; antisocial and oppositional behavior; isolation, dominance, dependence, and sex; affective behavior; cognitive function (underachievement and thought disturbances); integrative behavior and other personality disturbances; mental retardation; low average intelligence; specific learning disabilities; and sensory handicaps and brain damage. Indicated for each prescription are intended age range, whether it is addressed to teacher or parent, and the contributing psychologist's rating of the prescription's effectiveness. (KW)

ED 069 086 EC 050 185
Reaching the Pre-School Handicapped Child.

New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date Apr 72
Note—47p.; Highlights of a study institute, April 20-22, 1972, Utica, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Diagnostic Teaching, *Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Identification, Instructional Materials, *Preschool Children, Teacher Role

The proceedings of a special study institute on the preschool handicapped child include staff and participant lists, opening and closing remarks, and six papers. Topics discussed in the papers include teacher clues for identifying learning disabled students, directions for teacher identification of speech and hearing handicaps, the concept of classification and its integration into a preschool curriculum, prescriptive physical education, prescriptive (diagnostic) teaching, and educational materials. Sources and prices are given in a list of professional books, children's library books, instructional materials and aids, films and filmstrips, and tapes and records appropriate for use with preschool handicapped children. (KW)

ED 069 087 EC 050 186
Lewis, Richard F.
Vocabulary Level; One Variable Affecting Learning from Audiovisual Media.

Pub Date May 72
Note—14p.; Paper presented at Joint Annual Conference of CADE, CAFE, CAFE, CCRE, CERA, CIESC (Montreal, Quebec, May 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Emotionally Disturbed, *Exceptional Child Research, Mentally Handicapped, Sight Vocabulary, Test Construction, *Verbal Tests, *Vocabulary, Word Recognition

Vocabulary level of 10 special students was determined and compared to their supposed level of proficiency on the Functional Basic Word List for Special Pupils (Tudymann and Groelle, 1958). Ss were five educable mentally retarded (EMR) students (CA 9-6 to 12-0, IQ 64-77, MA 6-6 to 9-7) and five matched emotionally disturbed students. Word sampling procedures were used in the development of procedures used to measure reading, written, and oral vocabulary levels. If a S knew a group of four words at a certain vocabulary proficiency level, he was advanced to the next level, since knowledge of four random words at a level was found to indicate knowledge of all words at that level. Results indicated that testing procedures developed could be used to determine students' level of vocabulary proficiency. In general, the Ss could read the words that Tudymann and Groelle suggested as expected for them. In addition, Ss knew the meaning of words at levels higher than their expected levels when tested orally. It was determined that the three tests (reading, written, oral vocabulary level) could be condensed into two tests by having Ss

read written words aloud on the written test. Significance of student vocabulary level in comprehension of audiovisual material is discussed. (KW)

ED 069 088 EC 050 187
Kenel, Francis C., Ed. Krueger, Emily A., Ed.
A Driver Education Manual for Teachers of High School Exceptional Education Students.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-75902

Note—88p.

Available from—Milwaukee Public Schools, Curriculum Library, P.O. Drawer 10K, Milwaukee, Wisconsin 53208 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Driver Education, *Educable Mentally Handicapped, *Exceptional Child Education, Guidelines, *Instructional Materials, Mentally Handicapped, *Teaching Guides

The driver education manual is intended for use with educable mentally retarded (EMR) students and students with learning problems. It deals specifically with a semester-long instructional program offered prior to enrollment in a regular driver education course. Objectives are to familiarize EMR students with the general goals and content areas of driver education. Presented is a suggested course outline with behavioral objectives for five major instructional units: driving task; motor vehicle laws and enforcement; perception, judgment, and decision making; defensive driving; and consumer education. General objectives for driver education and an analysis of the driving task are also included. The major portion of the teaching guide consists of supportive instructional materials: tests, media sources, traffic signs, traffic situation diagrams and exercises, and answer sheets. (KW)

ED 069 089 EC 050 188
Mental Retardation Source Book of the Department of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C. Office of Mental Retardation Coordination.

Pub Date Sep 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Clinics, Facilities, Federal Aid, Financial Support, *Institutions, *Mentally Handicapped, *National Programs, Residential Programs, *Statistical Data

The source book is a compilation of statistical data from all of the mental retardation programs administered by the various agencies of the Department of Health, Education, and Welfare. The first of three major sections, which concerns inpatient statistics from residential institutions, presents such data as number and characteristics of residents and facility licensure requirements. The second section of data deals with outpatient or day care services, presenting information on various types of outpatient clinics and on educational services for retarded children. The third section contains data on four selected Federal programs of which the retarded constitute part of the recipients or beneficiaries: Social Security Administration (SSA) Childhood Disability Allowance program, SSA Worker Disability Allowance program, Rehabilitation Services Administration rehabilitation program, and public assistance programs. (KW)

ED 069 090 EC 050 189
Conference on Newborn Hearing Screening; Proceedings Summary and Recommendations.
Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C.

Spons Agency—California State Dept. of Public Health, Berkeley; Department of Health, Education, and Welfare, Washington, D.C. Maternal and Child Health Services.

Pub Date 71

Note—139p.; Proceedings of a conference on newborn hearing and early identification of hearing impairment, (San Francisco, California, February 23-25, 1971)

Available from—Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audition (Physiology), *Auditory Tests, *Aurally Handicapped, Conference Reports, *Exceptional Child Services, *Infancy, Screening Tests

Presented in the conference proceedings are schedule and list of participants, seven major papers, and the newborn hearing screening recommendations of the interdisciplinary conference on newborn hearing and early identification of hearing impairment. Neonatal auditory testing is reviewed by Sanford E. Gerber, and Sheldon B. Korones gives a neonatologist's overview of screening programs for detecting deafness in newborns. Neurosensory factors in newborn hearing are considered by Louis Gluck, while Bruce W. Konigsmark discusses hereditary and congenital factors affecting newborn sensorineural hearing and Burton F. Jaffe discusses hereditary and congenital factors affecting conductive hearing. Arthur J. Derbyshire presents theoretical considerations in the selection of variables for testing newborn hearing, and, in conclusion, a current overview of newborn hearing screening is given by Marion P. Downs. (KW)

ED 069 091 EC 050 195

Hops, Hyman Cobb, Joseph A.

Survival Behaviors in the Educational Setting: Their Implications for Research and Intervention. Report No. 13.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0706

Pub Date Jun 72

Contract—OEC-0-70-4152(607)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Attention Span, Performance Factors, Primary Grades, *Reading Ability, *Skill Development, *Student Behavior

Investigated was the functional relationship between specific academic survival skills (Attending, Volunteering, Work, and the negative behavior, Looking Around) and academic achievement (reading achievement). Ss were students in three regular first grade classrooms, one of which served as a control classroom. Following a teacher training program, teachers trained experimental Ss in the target survival skills using social and non-social reinforcement, vicarious reinforcement, and shaping procedures. The Gates-MacGinitie Reading Readiness and Primary A were administered before and 4-6 weeks after the intervention program. During each testing week, observations of each S's classroom behavior during reading periods were made for 5 consecutive days. An interactive coding system was used to record survival skill behaviors. Data supported the hypothesis that an increase in survival skills leads to a similar increase in academic achievement. Among Ss matched for mean survival skill scores and standard deviations, experimental Ss gained over three times as much in survival skills and almost twice as much in reading as did the controls. (KW)

ED 069 092 EC 050 196

Walker, Hill M.

Early Identification and Assessment of Behaviorally Handicapped Children in the Primary Grades. Report No. 2.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0706

Pub Date [71]

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Behavior Rating Scales, Classification, Emotionally Disturbed, *Exceptional Child Research, *Identification, Primary Grades, *Student Behavior

As part of a larger study investigating intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N=1,067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment procedures and factor analytic techniques. Each S's ratings on the

WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavioral dimensions: acting-out, social withdrawal, distractibility, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractibility, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was significant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior. (KW)

ED 069 093

Cobb, Joseph A.

Manual for Coding Academic Survival Skill Behaviors and Teacher/Peer Responses. Report No. 3.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0706

Pub Date Apr 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Guidelines, Interaction Process Analysis, *Observation, *Student Behavior

The manual describes procedures and techniques required for the collection of academic survival skill data (data on the classroom behavior of students and the teacher or peer responses to that behavior). The observer is provided with guidelines to assure smooth data collection through proper equipment functioning and the maintenance of good relations with school personnel. Outlined are procedures for arriving at and checking into a school, entering the classroom, conduct during an observation, and followup activities to conclude a period of classroom observation. Detailed instructions are given for recording observed behaviors on the coding sheet. Definitions are provided for the 19 behavioral codes used and for the five terms used to describe the classroom structure and kind of work provided by the teacher. Also specified is the proper order of observational procedures to follow to assure the correct sequencing of coding. (KW)

ED 069 094

Cobb, Joseph A. Hops, Hyman

Coding Manual for Subject/Peer/Teacher Sequential Interactions in Academic Survival Skill Settings. Report No. 4.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0706

Pub Date Sep 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Guidelines, Interaction Process Analysis, *Observation, Records (Forms), Statistical Data, *Student Behavior

The manual of classroom observation techniques is intended to provide observers with detailed descriptions of standardized procedures and techniques involved in sequential data collection in a classroom. Focus is on obtaining reliable data on sequential interactions between teachers, peers, and subjects (each of the students in turn is a subject). The coding procedure described identifies behaviors of teachers and peers preceding and following the subject's behavior. Guidelines are given concerning proper equipment function, maintenance of good relations with school personnel, and timing within observations. The observer's actions before, during, and after an observation are specified. How to fill in the coding sheet is explained in detail, as is the proper sequence of coding behaviors. Definitions of the abbreviated observation codes used to describe peer antecedent behaviors, teacher antecedent behaviors, subject responses, and peer/teacher consequences are given. Included is a descriptive version of class activity during a reading period, with completed coding sheets. Finally, procedures are outlined for checking the reliability of observational data. (KW)

ED 069 095

Walker, Hill M. And Others

Components Analysis and Systematic Replication of a Treatment Model for Modifying Deviant Classroom Behavior. Report No. 5.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0706

Pub Date Nov 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Behavior Problems, Class Management, Emotionally Disturbed, *Exceptional Child Research, *Reinforcement, Socially Deviant Behavior, *Student Behavior

Three experiments concerning the modification of student behavior problems in the classroom are described. Experiment I analyzed the differential effects of three different treatments (token reinforcement, social reinforcement, cost contingency or negative reinforcement) in the modification of deviant behavior in an experimentally controlled classroom setting. Results showed that a treatment model consisting of social reinforcement, tokens, and cost contingency was very effective in modifying behavior. Token reinforcement produced the greatest increase in appropriate behavior, followed by cost contingency, social reinforcement, and change of setting. Cost contingency produced the most consistent and least variable behavior across all subjects. A substantial treatment effect was also associated with change in classroom setting, teachers, and instructional materials. Experiment II evaluated a teacher training procedure for facilitating post-treatment maintenance of appropriate behavior. Experiment III replicated the treatment model (token, social, and cost contingencies) on a second group of students with deviant classroom behavior. (KW)

ED 069 096

Walker, Hill M. Hops, Hyman

The Use of Group and Individual Reinforcement Contingencies in the Modification of Social Withdrawal. Report No. 6.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0706

Pub Date May 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Emotionally Disturbed, *Exceptional Child Research, Interaction Process Analysis, Peer Relationship, Positive Reinforcement, Socialization, *Socially Maladjusted, Social Relations, *Withdrawal Tendencies (Psychology)

Investigated was the effectiveness of various reinforcement contingencies in diminishing social withdrawal in children, which is defined in terms of low rates of social interaction. Ss were three socially withdrawn first and second graders in three different regular classes, as determined by scores on the Walker Problem Behavior Identification Checklist. A behavioral coding system was developed for observing and recording social interactions in the classroom. Following training of the withdrawn child in social interaction skills using a symbolic modeling procedure, the S was reinforced (earned points) when she got a peer to initiate to her in Experiment I; in Experiment II, the peer group was trained and then earned points for each initiation by the S to a peer; Experiment III was a combination of I and II. Results showed that individual token reinforcement, group token reinforcement, and a combination of individual and group reinforcement were all effective in increasing the social interaction rate of withdrawn Ss, with the combined procedures in Experiment III producing the most dramatic changes in rate. (KW)

EM

ED 069 097

Black, Peter

The Mirror in the Corner; People's Television.

Pub Date 72

Note—232p.

EM 010 156

50 Document Resumes

Available from—Hutchinson and Company, Ltd., 3 Fitzroy Square, London W1, England (2.90 English pounds)

Document Not Available from EDRS.

Descriptors—*Broadcast Television, *Commercial Television, *Educational Television, *Modern History, Programming (Broadcast), *Television

The BBC (British Broadcasting Corporation) during its period of monopoly television, the coming of ITV (independent television), the reaction and adaptation of the BBC to a competitive situation, and the effect on British television programming are the subjects of this history of British television. (RH)

ED 069 098 EM 010 192

Hulteng, John L. Nelson, Roy Paul

The Fourth Estate: An Informal Appraisal of the News and Opinion Media.

Pub Date 71

Note—356p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, N. Y. 10016 (\$4.50)

Document Not Available from EDRS.

Descriptors—Business Responsibility, Cartoons, Civil Rights, Constitutional History, Ethics, *Freedom of Speech, Journalism, *Mass Media, *News Media, Newspapers, Photography, Publishing Industry, *Television

Aimed at helping readers become more understanding and more discriminating consumers of the information that the mass media provides, this book explores the rights and responsibilities of a free press within society. Subsequent chapters consider the medium's organization, the "disappearing daily," some weaknesses of the press, the objective-subjective reporting dilemma, ethics in the newsroom, the opinion and editorial function of the press, cartoons and other visuals, the impact of magazines, books and publishing, television news and cable television, advertising, public relations news, and conflicts among various constitutional rights and the right to free speech. (SH)

ED 069 099 EM 010 201

Brodinsky, Ben, Ed.

Federal Aid Planner: A Guide for School District Administrators.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—71p.

Available from—National School Public Relations Association, 1801 N. Moore St., Arlington, Va. 22209 (\$36.00 four quarterly issues with binder)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Cable Television, Drug Education, Educational Administration, *Educational Finance, Educational Legislation, *Federal Aid, Federal Legislation, Films, *Financial Support, Food Service, Grants, *Guides, School Districts, School District Spending, School Funds

Identifiers—*Education Amendments 1972

Included in this guide to educational finance-related events in Washington, D. C. are discussions of the Education Amendments of 1972, new emphases and directions for Title I funds and projects, ways to get more Federal surplus funds for schools, some examples of how to train leaders and develop new ideas for drug education, new strategies for improving school food services, a short course in Federal aid grantsmanship, and cable television and its impact on schools. Also, a listing of films and other government audiovisual resources is provided, as well as directories of surplus property offices and sources. (RH)

ED 069 100 EM 010 202

Gibson, James W.

A Reader in Speech Communication.

Pub Date 71

Note—379p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N. Y. 10020 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Skills, *Creativity, *Ethics, Lecture, *Persuasive Discourse, Public Speaking, Self Expression, *Speech, Supplementary Textbooks

The essays collected here fall into five categories: responsibilities and ethics in speech communication, communication foundations and practice, creativity in speech communication, informative and persuasive speaking, and communication settings. These essays do not explain how to speak in public but rather deal with the purposes of speech, as well as other issues. The book is designed as a supplement to speech textbooks for college students. (JK)

ED 069 101 EM 010 243

Ritterbush, Philip C., Ed.

Scientific Institutions of the Future.

Pub Date 14 Jul 72

Note—164p.

Available from—Acropolis Books Ltd., Colortone Building, 2400 17th Street, N. W., Washington, D. C. 20009 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Institutional Role, *Organizational Change, Research and Development Centers, Science Facilities, Science Laboratories, Sciences, *Scientific Enterprise, *Social Change, *Technological Advancement

A product of a 1971 American Academy for the Advancement of Science symposium, this volume considers the future of scientific institutions with 11 articles on the social relations of science, the dynamics of institutional change, and the institutional system of science. (RH)

ED 069 102 EM 010 247

Gibson, Tony

The Practice of ETV.

Pub Date 70

Note—189p.

Available from—Hutchison Educational Ltd., 178-202 Great Portland Street, London W1, England (\$6.00)

Document Not Available from EDRS.

Descriptors—Animation, Closed Circuit Television, Educational Change, *Educational Television, *Instructional Television, *Manuals, *Production Techniques, Technological Advancement, *Television Curriculum, Video Equipment

The full potential of educational television cannot be exploited unless certain assumptions inherited from network television are discarded: television need not be broadcast, it need not have glossy packaging, and it need not make use of the same techniques and equipment as large-scale broadcast television. Throughout this manual techniques and ideas are pooled so that the dichotomy between teachers and technicians can be avoided and educational television can be used to its full potential. Suggestions are included for various uses of television in education, including camera placement, movement, planning, learning to observe, and animation. Appendixes describe script layouts and the mini-studio and give a glossary of terms. (RH)

ED 069 103 EM 010 248

Gibson, Tony

The Use of ETV. A Handbook for Students and Teachers.

Pub Date 70

Note—127p.

Available from—Hutchinson Educational Ltd., 178-202 Great Portland Street, London W1, England (\$2.00)

Document Not Available from EDRS.

Descriptors—Books, Broadcast Industry, *Closed Circuit Television, Communication (Thought Transfer), Educational Change, Educational Technology, *Educational Television, Effective Teaching, *Film Production, Films, Guides, *Instructional Television, Visual Literacy

Educational television (ETV) has become a multi-purpose tool—more flexible, more accessible, less costly than ever before. This book discusses the kind of "eye to eye" rapport and communication which is possible through ETV. The growth and functions today of ETV in the learning situation are reviewed. Solutions and innovations are examined which are currently being offered for teachers who are involved in the techniques of production. Essential television hardware is discussed, and broadcasting network efforts in ETV are compared with closed circuit television. Alternative methods to ETV such as motion pictures and group viewing are considered. A final chapter discusses effectively fitting the program into the classroom learning situation. (RH)

ED 069 104 EM 010 253

Starlin, Glenn Sherriffs, Ronald

Speech Communication Via Radio and Television.

Pub Date 71

Note—134p.

Available from—William C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Business Responsibility, *Communication (Thought Transfer), *Mass Media, Programming (Broadcast), *Public Speaking, Radio, Responsibility, Television

Designed to serve as a practical introduction to the functions of the broadcast media and as a guide to adjustment to demands imposed by the media on speakers, this book attempts to deal with special problems of the ordinary citizen in preparation for broadcast talks. A first part focuses on the media—changing patterns of communication, characteristics and functions of mass communication, and broadcasting and the spoken word. The second part considers the message as related to the media, and uses a "who says what" method of breaking up the field of mass communication and its effects. Part three discusses responsibility for the broadcasting industry, the public, and the government. Appended are excerpts from the National Association of Broadcasters' Code and an excerpt from the Federal Communications Commission Programming Policy Statement of 1960. (RH)

ED 069 105 EM 010 254

Farrar, Ronald T., Ed. Stevens, John D., Ed.

Mass Media and the National Experience; Essays in Communications History.

Pub Date 71

Note—196p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, N. Y. 10016 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, Behavioral Sciences, Broadcast Industry, Communications, Economics, Freedom of Speech, *History, *Journalism, *Mass Media, Negro History, Negro Literature, News Media, Newspapers, Photography, Politics, Social Problems

In 11 different essays, journalism historians reflect on the present state of their art and suggest ways and means of doing the important work that lies ahead. Areas of productive research suggested include freedom of expression, politics and economics, technology regionalism, Black journalism, the journalist as social critic, photographic communication, unresolved issues in broadcast history, local newspapers, and quantitative tools for historians. (RH)

ED 069 106 EM 010 261

Instructional Media Curriculum Guide; Production Techniques for Classroom Teachers (K-12).

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 72

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, Display Panels, Films, Guides, Illustrations, *Instructional Media, Photographs, *Production Techniques, Reprography, Screens (Displays), Slides, Tape Recorders, *Teacher Developed Materials, *Visual Aids

This step-by-step guidebook explains how to make and use audiovisual aids in the classroom. It is intended for the teacher. An introductory section explains basic principles of graphics and suggests processes and materials which can be made use of. Other sections explain the production or use of perspective drawings and illustrations; still, slide, or movie photography and photostitching; lettering; dry and wet mounting; laminating and framing; tape recorders; transparencies; and displays such as bulletin boards, models, and dioramas. A final section explains duplicating processes. (JK)

ED 069 107 EM 010 268

Olympic Training Film Profiles. Volume Four.

Pub Date 72

Note—240p.

Available from—Olympic Film Service, 161 West 22nd Street, New York, N. Y. 10011 (\$300.00 for five volumes)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Communication Skills, *Films, Filmstrips, Guidance, *Guides, Human Relations, *Instructional Films, Marketing, Public Opinion, Public Policy

Providing a convenient reference source to training and educational films, this fourth volume of the "Training Film Profiles" lists films and filmstrips from all sources for 1971 through 1972. The volume first presents an index, listing film titles and categories from the first four volumes, and then provides entries arranged according to subject area categories such as organization development, human relations, communication skills, marketing, guidance, and public issues. Each film description lists the exact title, running time, whether the film is in black-and-white or color, year of release, primary intended audience, subject area category, a statement of the content, a detailed scene-by-scene description of the film, discussion questions, related materials, an evaluation, and the name and address of the distributor who rents, sells, or loans the item. (SH)

ED 069 108 EM 010 275
Williams, Frank E.

Identifying and Measuring Creative Potential: Part of A Total Creativity Program for Individualizing and Humanizing the Learning Process. Volume One.

Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 72

Note—145p.; See also EM 010 274, EM 010 276, EM 010 277, EM 010 278, EM 010 279, available only as part of the complete kit of eleven components (\$59.95)

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Document Not Available from EDRS.

Descriptors—Creative Activities, *Creativity, *Creativity Tests, Humanism, *Individualized Instruction, Learning Processes, Multimedia Instruction, Observation, *Teacher Education, Teacher Educators

This first volume of a series on individualizing and humanizing the learning process is aimed at trainers of teachers and teachers in training and considers identifying and measuring intellectual and non-intellectual processes contributing to creativity. Emphasis is placed upon the importance of the teachers' observations. New techniques are presented which have been designed, as always in this program, to supplement what good teachers are already doing. (Author/RH)

ED 069 109 EM 010 280
Watson, Paul G.

Using the Computer in Education; A Briefing for School Decision Makers.

Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 72

Note—128p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computers, *Educational Change, Individual Differences, Individual Instruction, Learning Processes, *State of the Art Reviews, Teaching Methods, Technological Advancement

An attempt is made in this monograph to synthesize and review the literature dealing with the use of computers in education. Chapter one reviews current modes of computer utilization in education, sketches some of the historical antecedents leading to the current state of the art, and defines some of the terminology and concepts referred to in the monograph. Chapter two reviews in detail current modes or strategies in using computers to support education, and chapter three discusses purported and demonstrated advantages and disadvantages of computers. The fourth chapter describes elements making up the typical computer-assisted instruction system and then reviews some of the current operational computer systems that demonstrate modes discussed in the second chapter. Chapter five reviews research concerning interactions of learning and individual differences and with learning and teaching theory, while chapter six discusses some of the trends, problems, and issues regarding the future use of the computer in education. (Author/RH)

ED 069 110 EM 010 282
Coleman, James S. Karweit, Nancy L.

Information Systems and Performance Measures in Schools.

Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 72

Note—130p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Data Processing, Decision Making, *Educational Administration, Individualized Instruction, *Information Systems, *Information Utilization, Management Systems, Pupil Personnel Services, Recordkeeping, Scheduling, Standardized Tests

Large school systems bring various administrative problems in handling scheduling, records, and avoiding making red tape casualties of students. The authors review a portion of the current use of computers to handle these problems and examine the range of activities for which computer processing could provide aid. Since automation always brings the possibility of increased impersonality, methods for using the computer to increase individuality and availability of information are also considered. Finally, the problem of developing measures of school performance based on standardized tests are discussed. (Author/RH)

ED 069 111 EM 010 292
Laybourne, Kit, Ed.

Doing the Media: A Portfolio of Activities and Resources.

Center for Understanding Media, New York, N.Y.
Pub Date 72

Note—200p.

Available from—Center for Understanding Media, Inc., 267 West 25th Street, New York, N.Y. 10001 (\$5.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Cultural Context, Cultural Environment, Cultural Factors, *Curriculum Design, *Educational Change, *Educational Technology, Films, Instructional Media, *Mass Media, Photography, *Television, Video Tape Recordings

Because of the prevalence of media in all people's lives and the cultural and perceptual changes brought about by the media, education must create ways to enable children to master the media's codes and control its impact so that they will be active, intelligent, appreciative, and selective consumers of the total media culture. This portfolio describes the unfolding of a project to develop a series of flexible curriculum designs to serve as models in elementary and secondary schools, to train teachers, and to develop teaching materials. An introduction briefly describes the project and the portfolio, and the next section on teaching media offers guidelines and an integrated media arts curriculum for elementary school. The curriculum outlined in the previous section is further developed into activities in sections on photography, film, video, and other media. Concluding the portfolio is a section about the Center for Understanding Media, the project's developer. (SH)

ED 069 112 EM 010 294
Apartheid; Its Effects on Education, Science, Culture and Information.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—256p.; Second, revised edition

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Cultural Environment, Educational Objectives, Equal Education, Legal Segregation, Mass Media, Race Relations, *Racial Discrimination, *Racial Segregation, School Segregation, Scientific Manpower, Scientific Research, Social Attitudes, Social Discrimination, *Social Structure

Identifiers—*South Africa, United Nations

Prepared in response to growing criticism of South Africa's policies of apartheid, this report was designed to assess the effects of such policies

within South Africa. The results of the investigation are carefully laid out under four general areas. The first section deals with education, covering its aims, administration and finance, enrollment, curricula, school facilities, teaching staffs, and higher education opportunities. The section on science presents analyses of technical employment and manpower supply, scientific organization, research, international cooperation in science, and the emigration of scientists. The third section deals with culture, and considers such areas as religion, literature, public libraries, entertainment, sports, and assumptions about reality. The section on information considers the legal framework and application of the law, the press, radio and cinema, and international news. The report concludes that in all four areas apartheid violates, both in principle and in practice, the United Nations Charter and standards which have been set by the international community within the United Nations System. (RH)

ED 069 113 EM 010 296
Microprogramming Handbook. Second Edition.

Microdata Corp., Santa Ana, Calif.

Pub Date 14 Apr 72

Note—433p.

Available from—Microdata Corporation, 17481 Red Hill Ave., Irvine, California 92705 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Computers, *Computer Science, Digital Computers, Electronic Equipment, Information Storage, *Manuals, *Programming, Technological Advancement

Identifiers—*Microprogrammable Computers, Minicomputers

Instead of instructions residing in the main memory as in a fixed instruction computer, a micro-programmable computer has a separate read-only memory which is alterable so that the system can be efficiently adapted to the application at hand. Microprogrammable computers are faster than fixed instruction computers for several reasons: instruction execution times are from 5 to 30 times faster; file registers can be used for data storage, avoiding memory access cycles; subroutines are closely tailored to specific requirements and data word lengths; input/output routines can be simplified for the application; and special time-consuming algorithms (math, logic) can be easily incorporated into a microprogrammed processor. This handbook surveys the field of minicomputers generally and provides a user manual for two Microdata minicomputers. (Author/RH)

ED 069 114 EM 010 306
Wilkinson, Gene L.

R&D Project Control System.

Indiana Univ., Bloomington. Audio-Visual Center.

Pub Date May 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Audiovisual Centers, *Management Systems, *Models, *Program Administration, *Research and Development Centers, Research Problems, *Research Projects, Research Proposals

The recurrence of problems in connection with research and development (R and D) activities supported by the Audio-Visual Center of Indiana University led to the development of a proposed control system. This paper lists those problems and examines the assumptions which must be met by the control system—that the Center will support all types of R and D activities, that there should be a single control process for all R and D projects, that there is a fundamental distinction between production and development activities, that all members of the staff are fully programmed, that ideas and proposals for activities from individuals other than staff will be accepted and supported, and that there are a number of points at which the Center might wish to begin support of a promising idea. A basic model of the proposed control system is presented and detailed according to each of its three major stages: Stage I dealing with generation and initial screening of ideas, Stage II dealing with development and generation of initial screening of ideas, and Stage III covering project execution and control. (SH)

ED 069 115 EM 010 316
Madden, David Browne, Ray B.

Instructor's Manual to Accompany The Popular Culture Explosion: Experiencing Mass Media.

Pub Date 72

52 Document Resumes

Note—75p.; See also EM 010 315

Available from—Wm. C. Brown Company
Publishers, 135 South Locust Street, Dubuque,
Iowa 52001

Document Not Available from EDRS.

Descriptors—*American Culture, Annotated
Bibliographies, *Cultural Education, Manuals,
Mass Media, Radio, *Teaching Guides, Television

This instructor's manual consists of an introduction to popular culture, a section on questions and topics which can be used to discuss popular culture, several indexes to the "Popular Culture Explosion" anthology, three background essays on popular culture, and an annotated bibliography. (JK)

ED 069 116

EM 010 322

Floyd, Jerald D.

The Computer: An Administrative Dilemma.

Northern Illinois Univ., De Kalb.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Attitudes, *Administrator Responsibility, Computer Assisted Instruction, *Computers, *Decision Making, *Educational Technology, Ethics, Information Storage, Programmers

Administrators object to computers for two basic reasons: a refusal to face the problem of computer use and a refusal to pay for computers. Better understanding of what the computer can do helps solve these problems. Students' fears of depersonalization via use of computers must also be dealt with. Possible applications of computers include record storage, use in efficient decision making, computer-assisted instruction, and scheduling. As educators come to understand that computers are simply tools to facilitate teaching and learning, and as they gradually use computers to free themselves of mundane tasks, they also will face new problems, such as the moral and ethical consequences of the policies they choose to implement. The computer itself is neutral, without emotions. The administrator must remember that neither programmers nor computers can be decision-makers. Decisions remain the responsibility of the administrator. (JK)

ED 069 117

EM 010 330

Shales, Tom And Others

The American Film Heritage: Impressions from the American Film Institute Archives.

Pub Date 20 Oct 72

Note—184p.

Available from—Acropolis Books, Colortone Building, 2400 17th Street, N. W. Courtyard, Washington, D. C. 20009 (\$4.95 paperback)

Document Not Available from EDRS.

Descriptors—American Indians, *Archives, *Cultural Images, Film Production, *Films, *Film Study, Mass Media, Negroes

Identifiers—*American Film Institute

The American Film Institute has an archive which presently contains more than 9,000 films, many of them rare. The articles in this volume are based on some of the films in the collection. Among the topics of these essays are: pioneers like D. W. Griffith and Thomas H. Ince, treatment of blacks and Indians in films, development of the techniques that brought sound and color to the movies, little-known filmmakers like William Beaudine, Val Lewton, and William de Mille, and movies such as "The Mystery of the Wax Museum," "Mission to Moscow," "Penrod and Sam," and "High Sierra." (JK)

ED 069 118

EM 010 331

CATV: The New Communicator. 21st Annual NCTA Convention Official Transcript. Technical Volume.

National Cable Television Association, Inc.,

Washington, D. C.

Pub Date 72

Note—679p.; Proceedings of the National Cable Television Association Annual Convention (21st, Chicago, Illinois, May 14-17, 1972)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Cable Television, Communication Satellites, *Community Antennas, *Conference Reports, Electronic Equipment, Federal Legislation, Mass Media, Microwave Relay Systems, Production Techniques, Programming (Broadcast), *Technological Advancement, Telecommunication, Television

The proceedings of the 21st annual National Cable Television Association convention are presented under the following groupings: short haul microwave systems, satellite/cable system engineering, market studies, FCC (Federal Communications Commission) technical rules and standards, program origination, cable channel allocations, cable system operation, two-way system experience, advanced techniques and design, underground engineering, and multi-channel microwave distribution systems. (RH)

ED 069 119

EM 010 333

Gillmor, Donald M Barron, Jerome A.

1971 Supplement to Mass Communication Law;

Cases and Comment.

Pub Date 71

Note—301p.; American Casebook Series

Available from—West Publishing Company, St. Paul, Minnesota 55102

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Cable Television, Civil Rights, Communications, Court Doctrine, *Court Litigation, Federal Laws, Freedom of Speech, *Journalism, Laws, Mass Media, Radio, Social Problems, *Supplementary Textbooks, *Supreme Court Litigation, Television

The text of and comments on key court decisions, mostly from the U. S. Supreme Court, made from 1969 to 1971 and relating to mass communication law, are presented. Cases are subsumed under these headings: the First Amendment impact on mass communication; libel and the newsman; the puzzle of pornography; free press and fair trial; selected problems of law and journalism; and the regulation of radio and television broadcasting. (JK)

ED 069 120

EM 010 334

Holmgren, Rod, Ed. Norton, William, Ed.

The Mass Media Book.

Pub Date 72

Note—421p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—*American Culture, Anthologies, Broadcast Industry, Censorship, Film Study, *Journalism, *Mass Media, Moral Issues, *News Media, *Television

This anthology consists of two major sections, "The News Media" and "The Entertainment Media." Both feature essays by critics, working professionals, and professional observers of the media. One aim of the anthology is to show the pervasive effect of the media on us. The section on news media comments on such topics as credibility gap, Vice President Agnew's criticisms, and the reporter as activist. The section on the entertainment media discusses topics such as film as high and low art, television and mass culture, the effect of popular art on the viewer, and censorship and pornography. (JK)

ED 069 121

EM 010 335

Risover, Fredric Birch, David C.

Mass Media and the Popular Arts.

Pub Date 71

Note—348p.

Available from—McGraw-Hill Book Company, 330 East 42nd Street, New York, N. Y. 10036 (\$5.95)

Document Not Available from EDRS.

Descriptors—*American Culture, American Literature, *Anthologies, Bibliographies, Cartoons, *Cultural Education, Film Study, *Junior Colleges, Literary Criticism, *Mass Media, Music Appreciation, News Media, Photography, Publicize, Radio, Television

This anthology consists of journalistic essays on each of these popular arts: advertising, journalism, cartoons, radio and television, photography and motion pictures, popular literature, popular music, and public education. Examples of most of the art forms are also included. The book is aimed at junior college students. Its purpose is to encourage them to investigate, evaluate, and appreciate fully the workings of the mass media and popular arts and to recognize how these media and art forms daily influence them and our society. Topics for papers and a bibliography are appended. (JK)

ED 069 122

EM 010 336

Wells, Alan

Picture-Tube Imperialism? The Impact of U. S. Television on Latin America.

Pub Date 72

Note—197p.

Available from—Orbis Books, Maryknoll, New York 10545 (\$4.95)

Document Not Available from EDRS.

Descriptors—Cultural Awareness, *Developing Nations, *Economic Development, Educational Development, Educational Television, Imperialism, Industrialization, Mass Media, *Television, *Theories

Identifiers—*Latin America

Current theories of national economic development are reviewed and found unsatisfactory, and an alternative scheme is presented, based on the concepts of consumerism and producerism, as well as the realization that development is not a unitary phenomenon, but proceeds at different rates in different sectors of the economy and different parts of a country. The relevance of producerism and consumerism to communication theories of development is outlined, producing a modified communication theory for heuristic use in the cast study: an examination of the institutional characteristics of communications media and their developmental impact, with special attention to North American influences on Latin American television. It is argued that the consumerism of North American television has been adopted completely by Latin American television to the neglect of producerism (educational) application. (Author/RH)

ED 069 123

EM 010 337

Barrett, Marvin, Ed.

Survey of Broadcast Journalism 1970-1971: A State of Siege.

Columbia Univ., New York, N. Y.

Pub Date 71

Note—183p.

Available from—Grosset and Dunlap, Inc., 51 Madison Avenue, New York, N. Y. 10010 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Cable Television, Commercial Television, *Documentaries, Feminism, Government Role, *Journalism, *News Media, Press Opinion, Public Television, *Television

Identifiers—Fairness Doctrine

The major topic is the running battle between news media and the government, as reflected in documentary exposes like "The Selling of the Pentagon," "Migrant," and "Banks and the Poor." The best examples of broadcast journalism during the year are reviewed, along with the response they got from the press, the government, and the public. These documentaries point up the pressure public television is under from the government and contributors and that commercial television is under from advertisers not to show "sensitive" subjects. A chapter is devoted to recent developments in cable television. Three supplementary essays discuss the inevitable bias of television, gaining access to media as a result of the fairness doctrine, and women on the air. The text of "The Selling of the President" is included. (JK)

ED 069 124

EM 010 338

Kuhns, William

The Information Explosion.

Pub Date 71

Note—84p.; Youth Forum Series

Available from—Thomas Nelson Inc., Copewood and Davis Streets, Camden, New Jersey 08103 (\$1.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Cultural Environment, Information Dissemination, *Mass Media, *News Media, Programming (Broadcast), Radio, Television, Television Commercials, *Visual Literacy

Three facets of the media—events, myths, and sales pitches—constitute the most important lines of force taken by the information bombardment which all of us encounter and are influenced by every day. The focus of this book is on the changes created and hastened by this information explosion of the media bombardment: how we can live with them, what kind of stability can be achieved in the face of seemingly total change, what values and beliefs will persist through the bombardments of alternatives. The first chapter introduces these premises and the second chapter explores the ways in which information hits us from all directions; not only the information itself, but the patterns it follows and their effects. The latter part of the book discusses deeper

questions raised by the information bombardment concerning freedom, quality of life, and intelligent responses. (Author/RH)

ED 069 125 EM 010 345

Millerson, Gerald

The Technique of Lighting for Television and Motion Pictures.

Pub Date Oct 72

Note—366p.

Available from—Hastings House, Publishers, 10 East 40th Street, New York, N. Y. 10016 (\$17.95)

Document Not Available from EDRS.

Descriptors—*Film Production, *Lighting, Lighting Design, Lights, Photographic Equipment, *Photography, *Production Techniques, Special Effects, *Television Lighting, Television Lights

The aim of this book is to enable everyone working with light in photography, cinematography, and television to build a methodical, rational foundation for techniques from which personal creativity can grow. Fundamentals about the nature of light are explored in a first chapter, and similarities and differences between the eye and the camera in perceiving the visual world are discussed in the second chapter. Subsequent chapters detail basic principles of lighting, tools of lighting, portrait and still-life photography, persuasive lighting, lighting scenes, motion picture and television techniques, effects, and picture control. Photographs and drawings are provided throughout as examples or illustrations of the procedures and concepts discussed. (RH)

ED 069 126 EM 010 350

Head, Sydney W.

Broadcasting in America; Second Edition. A Survey of Television and Radio.

Pub Date 72

Note—563p.

Available from—Houghton Mifflin Company, Educational Division, 110 Tremont Street, Boston, Massachusetts 02107 (\$9.50)

Document Not Available from EDRS.

Descriptors—American History, *Broadcast Industry, Consumer Economics, Cultural Awareness, Economics, Federal Laws, History, *Mass Media, Minority Groups, *Modern History, Public Opinion, Radio, Social Attitudes, Technological Advancement, Telecommunication, Television, *Textbooks

The plan of this volume follows that of the first (1956) edition: a section on physical bases of broadcasting, one on the origin and growth of broadcasting, another on the economics of broadcasting, a fourth on the social control of broadcasting, and a final section for an assessment of the effects and influences of broadcasting. Special attention is paid, however, not only to recent technological developments, but also to such issues as service to minorities, broadcast consumerism, and the mythology of regulation. Theoretical issues, as well as practical details, are presented when appropriate from the natural sciences, sociology, communication theory, economics, advertising, and law. (RH)

ED 069 127 EM 010 351

Barnouw, Erik

The Golden Web; A History of Broadcasting in the United States; Volume Two, 1933 to 1953.

Pub Date 68

Note—391p.

Available from—Oxford University Press, 200 Madison Avenue, New York, N. Y. 10016 (\$10.75)

Document Not Available from EDRS.

Descriptors—American History, *Broadcast Industry, History, Mass Media, *Modern History, *Networks, News Media, *Programming (Broadcast), *Radio

This second volume of a three-volume history of broadcasting in the United States covers the period for network radio up to the time when television became its powerful competitor. The programs and personalities of the period are recalled, but the corporate structures behind the programs and the intrigues and power struggles involved in the decisions are presented as well. Finally, an attempt is made to examine the effects of radio on the lives of Americans in general. (RH)

ED 069 128 EM 010 353

Hinde, R. A., Ed.

Non-Verbal Communication.

Cambridge Univ. (England).

Pub Date 72

Note—443p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N. Y. 10022 (\$17.50)

Document Not Available from EDRS.

Descriptors—*Child Language, *Communication (Thought Transfer), Expressive Language, *Information Theory, *Kinesthetic Methods, Linguistics, Mental Illness, *Nonverbal Communication, Paralinguistics, Textbooks

This inter-disciplinary approach to the subject of non-verbal communication includes essays by linguists, zoologists, psychologists, anthropologists and a drama critic. It begins with a theoretical analysis of communicative processes written from the perspective of a communications engineer, compares vocal communication in animals and man, and includes two sections of essays, one on communication in animals and one on non-verbal communication in man. The latter includes essays concerning children, the mentally ill, and a cross-cultural perspective, among others. (JK)

ED 069 129 EM 010 357

Educational Television, 1972.

Federal Communications Commission, Washington, D.C.

Pub Date Sep 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, *Broadcast Industry, Cable Television, *Educational Television, Financial Support, Fixed Service Television, Government Publications, Instructional Television, *Organizations (Groups), Telecommunication

This basic brochure on educational television (ETV) explains what ETV is, how station licenses are granted, and which organizations have information about ETV. Briefly covered are: history; figures on growth and development; characteristics of ETV stations; short descriptions of instructional television fixed service, microwave translators, and cable; sources of financing; application procedures and forms; networks and programs; and descriptions of organizations and government agencies with interest in ETV. (JK)

ED 069 130 EM 010 359

Wyman, Kim T.

Computers and Educators: Some Observations.

Pub Date Oct 72

Note—13p.; Paper presented at the Association for Educational Data Systems Annual Conference (7th, Ellenville, New York, October 1-4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computers, Cooperative Planning, Data Bases, *Educational Technology, *Models, Occupational Guidance, *Social Problems

Four observations about computers and education are offered. 1) By 1972, development of new computer systems had fallen off, and several systems developed in the mid-1960's had been terminated. The decline was particularly intense in computer-based vocational guidance systems and in computer-assisted instruction projects. The only area showing growth was computer-managed instruction. This decline is unfortunate, because computers will be essential to the education of the future. 2) A model of education in which an educator or a computer manipulates a learner's behavior will not do. A better model calls for the learner to define his own objective and then constantly refine it. 3) Some recent signs of increasing cooperation among researchers and developers include the transportability of software, regional cooperation, increased professional responsibility, and innovation in helping students actually to build computers. 4) Questions which remain to be answered include how to maintain adequate privacy against data banks, how to keep information secure, how to destroy records that are no longer useful, and how to increase cooperation among researchers in different but related areas. (JK)

ED 069 131 EM 010 363

Griffith, Richard

The Talkies: Articles and Illustrations from a Great Fan Magazine 1928-1940.

Pub Date 71

Note—360p.

Available from—Dover Publications, Inc., 180 Varick Street, New York, N. Y. 10014 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, *Film Study, Mass Media, *Periodicals, Sound Films, Theater Arts

Identifiers—*Photoplay Magazine

"Photoplay" Magazine is the source of these articles and photographs, which date from the start of the sound era to the start of World War II. Sections are devoted to stars, living and working in Hollywood, contributions of the production crew to films, trends in motion pictures, and a sample of film fans' favorite columns. (JK)

ED 069 132 EM 010 367

Walker, Alexander

Stanley Kubrick Directs. Expanded Edition.

Pub Date 72

Note—304p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N. Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Film Production, *Film Study, Production Techniques, Special Effects Identifiers—*Kubrick (Stanley)

After reviewing Kubrick's career from his start as a photojournalist on "Look" the book presents a detailed analysis of all Kubrick's films, from "Killer's Kiss" to "A Clockwork Orange," looking at them from both technical and thematic aspects. The book is copiously illustrated with stills from the productions. (JK)

ED 069 133 EM 010 369

Sandage, C. H. Fryburger, Vernon

Advertising Theory and Practice.

Note—704p.

Available from—Richard D. Irwin, Inc., Homewood, Illinois 60430 (\$12.25)

Document Not Available from EDRS.

Descriptors—Evaluation, *Marketing, Mass Media, *Merchandise Information, Organization, Planning, *Publicize, *Textbooks Identifiers—*Advertising

The social and economic functions of advertising, its role in business, how it works, and how it is planned and created are the subject of this textbook. Sections include basic values and functions, background for planning advertising strategy, the advertising message, advertising media, testing advertising effectiveness, and the advertising organization. (RH)

ED 069 134 EM 010 383

Factsheets Describing National Membership and Service Organizations Concerned with Educational Communications.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date Oct 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Directories, *Educational Technology, *Educational Television, Information Networks, *Organizations (Groups), Radio

The organizations listed here are the Association for Educational Communications and Technology, Corporation for Public Broadcasting, Great Plains National Instructional Television Library, Joint Council on Educational Telecommunications, the National Association of Educational Broadcasters, National Friends of Public Broadcasting, Inc., National Instructional Television Center, National Public Radio, and Public Broadcasting Service. The information listed for each of these is the address and telephone, the major administrative units and executives, and the role and major services of the organization. (JK)

ED 069 135 EM 010 387

Schramm, Wilbur

"Feedback" For Instructional Television.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Dec 69

Note—23p.; Research Memorandum No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, Educational Research, Educational Television, *Evaluation Methods, *Evaluation Techniques, *Feedback, *Instructional Television, *Program Evaluation, Student Evaluation, Teacher Evaluation, Tevised Instruction

Identifiers—*El Salvador

A number of different methods have been used by instructional television (ITV) projects to obtain audience feedback, and some of these are now being used in the ITV system in El Salvador. We know that pretesting programs on a representative sample can bring considerable gains in learning. Another feedback source can be a classroom of pupils in the production studio, or a small number of students participating in programs on camera. Some projects teaching advanced material have used a talk-back system that permits students to use remote microphones to talk to studio teachers and to have their questions or comments broadcast to the whole audience. A device found on almost all projects is classroom testing. Because tests are time-consuming they are often separated by wide intervals. However weekly tests can be provided over television, and the results quickly integrated into program content. Finally, regular comments from classroom teachers, supervisors and utilization workers are common to many projects. And although ITV in El Salvador uses some of these techniques, current feedback channels should be strengthened, and new ones developed. (MG)

ED 069 136 **EM 010 389**

McAnany, Emile G. And Others
The El Salvador Educational Reform: Some Effects of the First Teacher Retraining Course.
Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jul 69

Note—26p.; Research Report No. 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Research, Educational Television, *Instructional Television, Professional Training, Teacher Alienation, *Teacher Attitudes, *Teacher Education, *Teacher Improvement, Teacher Morale, Teacher Programs, Teacher Workshops, Televised Instruction
Identifiers—*El Salvador

Teachers in El Salvador who participated in a three-month retraining course were given comparable questionnaires during the first and last week of the course, to examine their concepts about instructional television (ITV), professional roles and responsibilities in ITV-aided classrooms, and teachers' problems. Of the 92 teachers who completed the course 72 completed both questionnaires. Because participants in the course were younger, more experienced and better educated than most teachers in El Salvador, the results have limited generalizability. The results indicate that during the course teachers gained a better understanding of the objectives of El Salvador's Educational Reform Plan, that they moved toward a more realistic understanding of the disadvantages as well as the advantages of ITV, that they came to feel ITV in the classroom will require more instead of less class preparation time, and that more attention will have to be paid to teaching principles of problem solving. In addition, by the end of the course the teachers came to expect more of the Educational Reform Plan, in curriculum and organization. (MG)

ED 069 137 **EM 010 391**

Mayo, Judith A.
Teacher Observation in El Salvador. Research Report Number Five.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jan 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Research, Educational Television, Effective Teaching, Instructional Television, *Lesson Observation Criteria, Professional Training, *Supervisory Training, *Teacher Evaluation, *Teacher Improvement, Teacher Rating, Teaching Quality, Televised Instruction
Identifiers—El Salvador

An instrument to help teacher supervisors in El Salvador to identify and measure good teaching was developed and tested. Because the supervisors were not trained as researchers, they needed an instrument that was simple to use as well as reliable. Several indicators were defined to distinguish between modern and traditional

teaching methods, for example the ratio of discussion time to lecture time, the ratio of opinion and thought questions to memory questions, the use of learning aids, and the amount of time spent by students on projects of their own choosing. These were measured on a classroom observation form made up of 33 categories. Each category was divided into segments of class time. The completed form records the number of minutes the teacher spends at each activity—dictating, writing at the blackboard, reviewing individual projects, and the like. Approximately six hours were needed to train teacher observers to use the forms. The instrument was tested and proved effective. (MG)

ED 069 138 **EM 010 395**

Guide to Government Loan Film (16mm). Second Edition.

Pub Date 72

Note—160p.

Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 (\$5.95)

Document Not Available from EDRS.

Descriptors—Catalogs, *Films, Government Publications, *Guides, Instructional Films

Government films are listed according to producing or distributing agency in this film guide. The films cover such areas as atomic energy, environmental pollution, mental health, career guidance, space achievements, sports, art, civil rights, aviation, drug problems, agriculture, labor, personnel management, and outdoor recreation. Listed alphabetically by title under each agency, the film descriptions provide running time and a brief content note. A list of sources at the end of the guide provides complete addresses for ordering purposes. (RH)

ED 069 139 **EM 010 399**

Report of Special Consultation on the Development of Measures of TV Violence.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 2 Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Broadcast Industry, Children, *Evaluation Criteria, *Federal Government, Government Publications, Programming (Broadcast), *Television, *Television Research, Television Viewing, *Violence

A workshop was held to advise the Department of Health, Education and Welfare and the National Institute of Mental Health on the development of measures of television violence. This report summarizes the discussions of the workshop, covering the need for and use of a TV violence measure, the complexity and content of the measure, and processes for establishing a profile of TV violence. Also provided is a summary of recommendations: that a profile of televised violence rather than a simple index be developed; that the development of such a profile is feasible; that the profile should be seen as an instrument for public and industry education and as providing an information base for constructive influence; that the profile should be developed, maintained, and reported on outside both the TV industry and the government; that the profile should operate in a context in which alternative programming is encouraged; that the profile should draw on and incorporate ongoing research; and that, since there are currently several models for an appropriate institutional arrangement for planning and developing the profile, work should be started soon. (Several pages may be light.) (RH)

ED 069 140 **EM 010 406**

Mitzel, Harold E.

The Potential Contribution of Computers to Instructional Reform.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Jan 72

Note—5p.; Reprint from *Alternative Futures in American Education*

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Computer Assisted Instruction, *Computers, Cost Effectiveness, Curriculum Design, *Educational Change, Feedback, *Individualized Instruction, Student Centered Curriculum, Student Teacher Ratio, *Student Teacher Relationship

There is a crisis today in education, particularly in teacher-pupil relationships. The emotional cli-

mate of the typical elementary and secondary classroom must be changed, but without sacrificing progress by the children in the achievement of subject matter goals. However, with traditional classrooms, children need more feedback, praise, and attention than one teacher can provide. Computers offer a more responsive environment for learning; further, they can help teachers spend more of their time on human relations skills and less on rote, lower-order tasks for which they may not be prepared. Also, computers make genuine adaptive education for every learner possible in a way that no teacher alone can do and can greatly expand the available curriculum for learners. Thus, curricula need not be restricted by what is possible to teach: learners individually can have access to a wide variety of the world's knowledge and will be able to take more of the responsibility for what is learned. Realistically, estimating the costs of using computers will necessitate some new models for schooling which are explicit about educational goals and which capitalize on those new objectives that are made attainable by the application of computers in instruction. (RH)

ED 069 141 **EM 010 411**

Flugaur, George J. Schouweiler, Mary P.
Clinton Pilot Cassette Center Project Director's Report and Evaluation Addendum 1969-1970.

Minneapolis Special School District 1, Minn. Spons Agency—Minneapolis Public Schools, Minn.

Pub Date Mar 71

Note—24p.; Research Development Federal Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, Comparative Analysis, *Disadvantaged Youth, *Elementary Education, Federal Programs, Instructional Materials, *Learning Modalities, *Magnetic Tape Cassettes, *Reading, Reading Difficulty, Spelling, Vocabulary

Identifiers—Elementary Secondary Education Act Title I, Minneapolis, Clinton Pilot Cassette Center

The goal of the cassette pilot center at Clinton Elementary School, Minneapolis, Minn., is to develop a tape library that will improve instruction for children who learn better by simultaneous listening and viewing than by reading. To assess effects of the cassette program, two classes at Clinton which received considerable assistance with cassettes were compared with two classes at a nearby school (also Title I) which did not use cassettes. Groups were compared on reading vocabulary and spelling following eight weeks of instruction. Although neither group gained in spelling, the Clinton group made a significant gain in reading vocabulary. Over 90% of the Clinton children gained in vocabulary during the period—which was interrupted by a two-week teacher strike—while only 39% of the control group did. For related documents, see EM 010 403 and EM 010 415. (Author/JK)

ED 069 142 **EM 010 412**

Faunce, R. W.

Use Of, and Reaction To, Educational Television Lessons (KTCA, Channel 2) by Minneapolis Elementary School Teachers 1970-71.

Minneapolis Special School District 1, Minn. Spons Agency—Minneapolis Public Schools, Minn.

Pub Date Jun 71

Note—43p.; Research Development Federal Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, *Elementary Education, Program Evaluation, *Programming (Broadcast)

Identifiers—Minneapolis

Results of a survey showed that 95% of Minneapolis, Minn., elementary school children are exposed to educational television (ETV) lessons. The typical classroom teacher used ETV in three or four subject areas. More than nine out of 10 teachers reported satisfaction with the programs used. More than 80% of the teachers were satisfied with programming for all subject matter areas. Least satisfaction was reported for mathematics (83%) and most for language arts (96%). About half the teachers made recommendations for improvement. Most of these focused on improved scheduling, a need for more films, the need for more TV sets and better equipment maintenance. Of these, improved scheduling was

the most frequently mentioned need. The 344 teachers who responded represented 89% of the teachers polled and 29% of all elementary teachers in the system. (Author/JK)

ED 069 143 EM 010 413

Goodman, Mark

Audio Visual Mobile Instructional Laboratory

Project Director's Report 1970-71.

Minneapolis Special School District 1, Minn.

Spons Agency—Minneapolis Public Schools, Minn.

Pub Date Nov 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Audiovisual Instruction, Disadvantaged Youth, Federal Programs, *Inservice Education, Instructional Materials, Instructional Media, *Mobile Educational Services, *Teacher Developed Materials
Identifiers—Elementary Secondary Education Act Title I, ESEA, Minneapolis

The mobile laboratory is a self-contained van with the equipment and production facilities necessary to provide a wide variety of instructional media for classroom use. The van brings in-service training in the production and use of audiovisual equipment to staff members in the "target area" schools of Minneapolis, Minn. During 1970-71, all teachers new to these schools received up to a half-day of instruction while reserve teachers taught their classes. A total of 410 classroom teachers and 105 aides from 21 elementary, four secondary, and three nonpublic schools were trained. Instruction was also provided at 18 faculty meetings, two all-day faculty workshops, and 11 audiovisual service days. Teachers appeared most interested in developing materials of immediate value in their classrooms. A list of equipment in the laboratory is appended. See also EM 010 414. (Author/JK)

ED 069 144 EM 010 414

Goodman, Mark E.

Mobile Audio Visual Instructional Laboratory

Project Director's Report 1969-1970. A Title I, ESEA Project.

Minneapolis Special School District 1, Minn.

Spons Agency—Minneapolis Public Schools, Minn.

Pub Date Jan 71

Note—15p.; Research Development Federal Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Disadvantaged Youth, Federal Programs, *Inservice Education, Instructional Materials, Instructional Media, *Mobile Educational Services, *Teacher Developed Materials
Identifiers—Elementary Secondary Education Act Title I, Minneapolis

The mobile audiovisual instructional laboratory has been an effective instrument in bringing audiovisual materials into the inner-city schools of Minneapolis, Minn. In 1969-70, a total of 535 classroom teachers in elementary, secondary, and parochial schools received individual instruction in the production and utilization of audiovisual materials. The aim of the project was to provide materials which would improve communication with educationally disadvantaged children. Each day, two reserve teachers were assigned to the school building being serviced by the mobile van, allowing four teachers to receive instruction in the laboratory. The annual budget of \$23,910 was provided by Title I funds. Although the project has not been formally evaluated, response from the teachers has been enthusiastic. It was recommended that a centrally-located audiovisual station be established to provide supplies and further instruction for teachers to make use of on their own time. For related document, see EM 010 413. (Author/JK)

ED 069 145 EM 010 415

Flugaur, George And Others

Clinton Pilot Cassette Center Project Director's Report 1970-1971.

Minneapolis Special School District 1, Minn.

Spons Agency—Minneapolis Public Schools, Minn.

Pub Date Jan 72

Note—48p.; Planning Development Federal Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Disadvantaged Youth, *Elementary Education, Federal Pro-

grams, Individual Instruction, Instructional Materials, Instructional Media, *Learning Modalities, *Magnetic Tape Cassettes, *Reading Difficulty, Reading Instruction

Identifiers—Minneapolis, Clinton Pilot Cassette Center, Title I Programs

The Clinton Cassette Project was begun during 1969-70 to find out if children with reading problems could learn their lessons by listening to them on cassette tapes. This project was the first to include setups for individual and group listening in every classroom in an elementary school. Many tapes were produced and duplicated at Clinton School, Minneapolis, Minn. Goals for 1970-71 were 1) to create a library of cassette tapes that elementary teachers would consider meaningful and useful and 2) to get the tapes into daily use. During the year staff members built a library of 884 tapes, mostly in language arts, literature, mathematics, social studies, and science. The tapes were used primarily by the 148 children at the school classified as educationally disadvantaged. They used the tapes 8,155 times during 1970-71. In 1971-72, the task of individual prescription will be stressed. This report includes a description of how the prescription process works, as well as recommendations about expanding the project into all Title I schools in the district. Teachers' replies to a questionnaire showed they were enthusiastic about the project. For related documents, see EM 010 411 and EM 010 403. (JK)

ED 069 146 24 EM 010 448

Popham, W. James

The Development of a Pilot Library of Cassette Tapes Dealing with Recent Advances in the Strategies and Features of Educational Research. Final Report. Including a Report of an External Project Evaluation Conducted by Jerry L. Brown, Indiana University.

American Educational Research Association, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0729

Pub Date Dec 71

Grant—OEG-0-70-5796(520)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Educational Research, *Educational Researchers, Instructional Media, Instructional Technology, *Magnetic Tape Cassettes, *Phonotape Recordings, *Research Methodology, *Research Skills, Sampling, Statistical Analysis, Statistical Bias, Surveys

A project was designed to develop and test a library of cassette audiotapes for improving the technical skills of educational researchers. Fourteen outstanding researchers from diverse fields were identified, and a short instructional tape was prepared by each. Subjects of the tapes included instructional objectives for intellectual skills, sources of bias in surveys, implications for the next 20 years of change, some precepts for conducting educational research, statistical interactions, evaluation skills, learning and instructional psychology, multiple regression analysis, control of student activity in learning, limitations of variables taken from common language, instant feedback displays of teaching behavior, research implications for reforms in educational finance, recent trends in the analysis of multidimensional contingency tables and nonparametric rank analysis of variance, and problems of conducting research with educable mentally retarded children. A separate evaluation of how useful the tapes were to purchasers showed that those who listened to the tapes felt they increased their understanding of the topic discussed. (SH)

ED 069 147 EM 010 449

Stagl, Thomas W. Singh, Jai P.

A Computer Program for Mapping Satellite-borne Narrow-Beam Antenna Footprints on Earth. Memorandum Number 72/3.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Mar 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Satellites, *Community Antennas, *Computer Programs

Written primarily to define the area of the earth covered by a narrow-beam antenna carried on a synchronous satellite in circular, near equatorial orbits, a computer program has been developed that computes the locus of intersection of a quadric cone and a sphere. The program, which outputs a list of the longitude and latitude coordinates of the locus of intersection and a plot of the locus, is presented and described in several sections in this paper: first, a mathematical analysis of the problem is offered; next, a section on usage describes inputs and outputs; and finally, some typical examples are presented. A program listing is appended. See also EM 010 450. (Author/SH)

ED 069 148 EM 010 450

Stagl, Thomas W. Singh, Jai P.

Computer Programs for Plotting Spot-Beam Coverages from an Earth-Synchronous Satellite and Earth-Station Antenna Elevation Angle Contours. Memorandum Number 72/4.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Oct 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Satellites, Community Antennas, *Computer Programs, *Educational Development, Technological Advancement

Identifiers—ATS-F

Computer programs prepared in connection with a project on Application of Communication Satellites to Educational Development (see EM 010 449) are described and listed in this memorandum. First, the data tape containing a digitized map of the world which was used for the programs is described. Then the first program, WORLDMAP, which plots the tape as a map with axes and grid lines, is discussed. MINMAP, the second program, which plots a specified part of the total map so that larger scale plots of a small area of interest can be obtained, is described next. A third program using the data tape, PERSPECT, intended to facilitate determination of the area coverage by satellite-borne shaped beam antennas, is covered, and finally, a modified antenna coverage program to be used to plot the footprints produced by the two off-axis S-band feeds on Applications Technology Satellite-F is described. See also EM 010 449. (Several pages may be light.) (RH)

ED 069 149 EM 010 513

Stewart, Bruce

The World of Film: An Introduction to The Cinema.

Pub Date 72

Note—75p.

Available from—John Knox Press, Box 1176, Richmond, Virginia 23209 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Documentaries, *Films, *Film Study, Sound Films, *Visual Literacy

Designed as an introduction to the intelligent and active appreciation of films, this book provides an anecdotal discussion of current and past movies. Among the subjects discussed are the origins of the industry, the process of filmmaking, the role of the spectator, the development of various film genres, the debate over sex and violence, and the future of the motion picture. Photographs from some of the movies discussed are included. (RH)

ED 069 150 EM 010 515

The VideoPlay Program Catalog; 3/4-inch "U" Videocassette Edition.

Pub Date 72

Note—95p.

Available from—C. S. Tepfer Publishing Company, Inc., 607 Main Street, Ridgefield, Connecticut 06877 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Catalogs, Magnetic Tape Cassettes, *Video Cassette Systems, Video Tape Recordings

More than 1500 3/4-inch videocassette titles on a wide range of subjects are listed in this catalog. A topic index provides an alphabetized listing of the topics, subject, key words and concepts covering the titles in the catalog. A title index lists videocassettes alphabetically with a brief

description of the content of each title plus additional information about its availability and use. Each title entry includes the topic heading under which the title is listed and the type of clearance available—for individual users, for closed circuit television, or for cable television. A source index provides names, addresses, and descriptions of the various producers or distributors of the videocassettes. (RH)

ED 069 151 EM 010 551

Davis, Harold S. Crotta, David J.
Instructional Media Center; An Annotated Bibliography.

Educational Research Council of America, Cleveland, Ohio.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Individualized Instruction, *Instructional Materials Centers, Instructional Media, Program Administration, Program Development, Program Planning, Resource Centers

A growing concern for individualized instruction has made educators aware that all students need access to a wide range of media outside of the typical classroom or traditional library. For those desiring to develop appropriate facilities to fill this need, this bibliography stresses ideas that will enhance the planning, organization, and operation of a modern instructional media center. Approximately 185 references to books, pamphlets, and articles which were published between 1960 and 1971 comprise the bibliography. Entries are arranged alphabetically by author, and each is provided with a brief annotation, the date of publication, and the publisher. Document was formerly announced as ED 058 741. (Author/SH)

ED 069 152 EM 010 565

Progress Report for the Instructional Management System. Technical Memorandum.

Southwest Regional Educational Lab., Inglewood, Calif.; System Development Corp., Santa Monica, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2856

Pub Date 10 May 68

Note—132p.; SDC-TM-3298/004/00

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Criterion Referenced Tests, Curriculum Development, *Elementary School Students, Individualized Instruction, *Instructional Systems, Instructional Technology, *Program Descriptions, Program Evaluation

Identifiers—IMS, *Instructional Management Systems

A progress report describes the design and demonstration of the computer-based Instructional Management Systems (IMS) for the period March 1, 1967, through February 29, 1968. The rationale and design considerations of IMS, development of its system components, functioning of the components during the first field trial, and data collected during the first field trial are discussed. In IMS, teachers administer frequent tests, which are keyed to behaviorally defined objectives and printed on machine readable forms. Data input procedures transform pupil responses for computer analysis, and the computer-generated report contains an analysis of pupils' achievement of objectives and suggests remedial exercises for those who do not meet the criterion performance level. (JY)

ED 069 153 EM 010 566

Sax, Suzanne E.
Computer-Assisted Instruction and the New Student.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0248

Pub Date Jul 72

Contract—OEC-6-10-106

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Compensatory Education Programs, *Computer Assisted Instruction, *Disadvantaged Youth, Freshmen,

*Higher Education, Program Descriptions, Program Evaluation, *Remedial Instruction, Surveys

Educators, concerned over the educational deficiencies of many students, largely from low-income and minority populations, are seeking new instructional techniques. One method which may hold considerable promise for remedial education is computer-assisted instruction (CAI). The present paper describes CAI, its various uses, its particular adaptability to the needs of new students, and the problems which hinder its widespread adoption at the present time. In addition, the results are presented of a survey of six installations which are using CAI in remedial programs for college students. Included in the survey are descriptions of the facilities of each installation, their operational procedures, educational materials, and evaluative data. Recommendations are offered to future CAI installations based upon these observations. Finally, an annotated bibliography is included which describes the current major references available on CAI and the new student. (Author)

ED 069 154 EM 010 567

Brod, Rodney L.

The Computer as an Authority Figure: Some Effects of CAI on Student Perception of Teacher Authority. Technical Report Number 29.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0252

Pub Date Aug 72

Contract—OEC-6-10-078

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Junior High School Students, Mexican Americans, *Power Structure, *Student Attitudes, Student Reaction, Student School Relationship, *Student Teacher Relationship, Teacher Influence

A sociological theory of authority was used to investigate some nonintuitive, perhaps unintended, consequences of computer-assisted instruction (CAI) upon student's attitudes and orientations toward the organization of the school. An attitudinal questionnaire was used to survey attitudes toward the teacher and the computer in a junior high school which serves predominantly Mexican-American families of low socioeconomic status. The questionnaire was administered before and after the experimental period. Results of regression analyses indicated that if CAI gets normative support from school officials who authorize its exercise of power as a monitor of students' task-specific behavior, and if teachers do not have control over that technological resource, students are likely to form authority relationships for goal attainment with the computer that are comparable to those usually formed with their teachers. This reduction in the students' dependence on the teacher's task-specific resources undermines the students' relationship with the teacher, especially with first-year CAI students. The longer range (second and third year) effects of the CAI program more favorably reflect some of the program's anticipated functions. (Author/JY)

ED 069 155 EM 010 568

Novak, John H.

A Study of the Effects of the Use of a Pupil Response Instrument on the Behaviors of Biological Science Teachers. Dinal Report.

Pittsburgh Univ., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-C-071

Pub Date Nov 72

Grant—OEG-372-0010

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, Classroom Observation Techniques, *Feedback, *Interaction Process Analysis, Phototape Recordings, Student Reaction, *Teacher Behavior

Three separate, sequential three-month studies were made to determine the effects of timed pupil feedback on teaching behavior. Audiotapes were made of the teaching behaviors of eighteen teachers before, during, and after the teachers in-

roduced a feedback instrument to their pupils. The tapes were analyzed for changes in teacher behavior over the period of time the feedback was used. The results indicated that student feedback did change the teaching behavior significantly. The general direction of change was toward less teacher talk and lecture. The questioning techniques of teachers stayed fairly constant with the only statistically significant change being in the mean number of questions asked each month. The conclusions were that students can give accurate feedback which effects change in teacher behavior and that this change can be described and quantified using interaction analysis techniques. (Author/JY)

ED 069 156 EM 010 579

Radio's Role in Instruction. Report and Recommendations of the Instructional Radio Task Force of National Educational Radio.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date Sep 72

Note—67p.

Available from—National Association of Educational Broadcasters, National Educational Radio, 1346 Connecticut Avenue, N. W., Washington, D. C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Improvement, *Educational Radio, *Guidelines, Instructional Technology, Radio Technology

The Board of Directors of National Educational Radio (NER) established a Task Force to study how radio might best be utilized for instruction in the years ahead. After ten months of study the Task Force presented its recommendations. Among these were that radio should be considered as a means of solving pressing educational problems in a cost effective way, and that to accomplish this goal, immediate and concerted action by all concerned agencies was necessary to improve facilities and provide adequate financial support for educational radio stations and audio production centers devoted to serving the instructional needs of their communities. The Task Force report also presented guidelines for achieving their recommendations and offered supplementary information for in-depth consideration of certain specialized aspects of their assignment. (JY)

ED 069 157 EM 010 629

Venetskii, I. And Others

Machine Entrance Testing for Higher Schools.

Joint Publications Research Service, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date Jan 72

Note—9p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (JPRS-55453; MF 950; HC \$3.00)

Journal Cit—Trans of Vestnik Statistiki (USSR); n1 p69-72 Jan72

Document Not Available from EDRS.

Descriptors—Admission (School), Admission Criteria, *College Entrance Examinations, Computer Assisted Instruction, *Computers, *Electronic Data Processing, *Information Processing, Testing

Identifiers—*USSR

Determining the knowledge of students entering institutions of higher learning and testing the current progress of students have become difficult problems, and electronic computers are beginning to be used to help solve this problem in the U.S.S.R. This paper cites examples where computers have been used, ranging from processing information about students for admissions, through administering mathematics and physics course examinations, to administering entrance examinations on these subjects to secondary school graduates. The development and procedures of computer-administered entrance examinations are described in some detail, and conclusions are reached concerning its effectiveness. (SH)

FL

ED 069 158 FL 002 996

Offenberg, Robert M. And Others
Let's Be Amigos: Title VII Bilingual Project.
 Evaluation of the Second Year 1970-1971.

Philadelphia School District, Pa. Office of
 Research and Evaluation.

Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date Jan 72
 Grant—OEG-09-480089-3503

Note—258p.; Proj-7207

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Performance, Biculturalism, *Bilingual Education, Educational Objectives, Educational Research, Elementary Schools, *English (Second Language), Language Instruction, Language Programs, Language Skills, *Program Descriptions, Program Effectiveness, *Program Evaluation, Reading Programs, Secondary Schools, *Spanish, Spanish Speaking

The "Let's Be Amigos" bilingual education program seeks to meet the needs of both Spanish-speaking pupils living in the Philadelphia community and English-speaking pupils living in linguistically diverse neighborhoods. This document presents an evaluation of the three curriculum formats used in the program during the second year. The Model A program uses a team-teaching approach, in which an English-speaking and a Spanish-speaking teacher work with a pair of classes, each having English- and Spanish-speaking pupils. For language instruction in each language, the groups are homogeneous; the groups are mixed for joint activities. The Model B program, not fully implemented, makes use of itinerant, second language specialists working with homogeneous Latino and Anglo classes in second language instruction. Mother-tongue instruction is provided by native speakers. Ideally, both classes would participate in joint activities. In the Arriba program, pupils who have begun their education in a Spanish-speaking area and who need or wish to study in Spanish study science, mathematics, and social studies in Spanish and English as a second language in grades three through twelve. This report describes the objectives and procedures of each program and provides a detailed evaluation of each. For an evaluation of the first year, see ED 046 295. (VM)

ED 069 159 FL 003 416

Mowat, Susanne
Main Street School and Regional Reception Centres: A Comparison of "Graduates."

Toronto Board of Education (Ontario). Research Dept.

Pub Date Aug 69

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *Children, Comparative Analysis, *Cultural Awareness, Cultural Education, Educational Objectives, Educational Philosophy, Educational Research, English (Second Language), *Immigrants, Interviews, *Language Fluency, Language Instruction, *Language Programs, Program Evaluation, Second Language Learning, Student Attitudes, Teaching Methods

Identifiers—Toronto Public Schools

This document presents a comparative study of two approaches to English as a second language and cultural education for immigrant children recently arrived in Canada. Both approaches have the same basic philosophy that the child should learn language and culture together, at his own pace, stimulated by his curiosity and his growing awareness of similarities and differences between cultures and languages. The difference lies in the physical settings and the resulting degree of isolation from regular schools. The Main Street School is completely independent while the Regional Reception Centres operate in classrooms, usually portables, attached to regular schools. The technique for comparison was two-fold. Interviews were conducted with students who had been "graduated" from either of the programs. For the second part, the regular-school English teachers of the students interviewed completed a rating of the students in such areas as discipline, general adjustment, general performance level, and prediction of how far the student will go in his schooling. (VM)

ED 069 160 FL 003 418

Mowat, Susanne St. Lawrence, Christine
New Canadian Activities: Summary of Teachers' Responses to a Questionnaire.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 69

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Cultural Background, Cultural Education, *Culture Conflict, *Educational Needs, Educational Problems, English (Second Language), Ethnic Groups, Family Background, *Immigrants, Language Instruction, Language Programs, Opinions, Parent Education, *Questionnaires, School Community Relationship, Second Language Learning, Student Motivation, Teacher Attitudes, Teachers

Identifiers—Toronto Public Schools

This document summarizes the results of an open-ended questionnaire sent to teachers of English as a second language concerning the education of immigrant children newly arrived in Canada. Rather than in statistical form, the results are in the form of a general discussion of statements made by the teachers on various topics. Initial consideration is given to the educational attitudes, problems, and needs of the new Canadian child. The family and the school's role in helping the entire family are considered. Other general topics are current activities of the school day, placement procedures, the need for recognizing the differences in foreign cultures and educational systems, and the general situation in Canada. Three types of language programs are discussed. The appendix includes a sample of the questionnaire. (VM)

ED 069 161 FL 003 419

Testing Some English Language Skills: Rationale
 Development and Description.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 69

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Auditory Perception, Educational Experiments, English, *English (Second Language), *Evaluation Methods, Evaluation Techniques, Intonation, Language Fluency, *Language Skills, *Language Tests, Linguistic Competence, Phonology, *Test Construction, Vocabulary Development

Identifiers—New Canadian Study

This paper describes the development of materials to test English language skills and discusses some of the procedures and rationale which were employed in that development. The materials were designed for use in the New Canadian Study (1967-68), which was concerned primarily with the school success of students who learned English as a second language. This document discusses the theory behind the development of these testing instruments and details of the six-part instrument devised to test aspects of auditory perception and vocabulary. Each part is considered and described. A final chapter presents a preliminary evaluation of the materials. Shortcomings mentioned include a lack of coverage of grammatical structure, the language of the directions, and the idea of time limitations. Future use of the materials is also discussed. (Author/VM)

ED 069 162 FL 003 430

Lehiste, Ilse And Others
Working Papers in Linguistics No. 12.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—OSU-CISRC-TR-72-6

Pub Date Jun 72

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustic Phonetics, *Articulation (Speech), Contrastive Linguistics, Language Patterns, *Language Research, *Linguistics, *Perception, Phonemics, Phonetics, Physiology, *Speech, Speech Evaluation, Speech Pathology, Syllables, Syntax, Vowels

This work contains five papers in the area of experimental linguistics. Papers include: (1) "Units of Speech Perception," a study which deals with problems of the temporal organization of

speech; (2) a study, "Manner of Articulation, Parallel Processing, and the Perception of Duration," which examines the durational patterns characterizing the production of monosyllabic English words whose syllable nuclei consist of vowels and resonants; (3) a paper presenting some durational data gained from the analysis of repeated productions of Estonian words with contrastive quantity entitled, "Temporal Compensation in a Quantity Language," (4) "Vowel and Speaker Identification in Natural and Synthetic Speech," concerning the perception of synthetic vowels produced on a Glace-Holmes synthesizer; and (5) a final paper, "On the Perception of Coarticulation Effects in English VCV Syllables," which deals with the perception of place of articulation cues. (RL)

ED 069 163 FL 003 445

A Survey of Pupils Learning English as a Second Language in the City of Toronto Public Schools.

Toronto Board of Education (Ontario). Research Dept.

Pub Date [61]

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, Educational Mobility, Educational Planning, *English (Second Language), *Non English Speaking, *Public Schools, Questionnaires, Reading Achievement, Reading Level, *School Surveys, Second Language Learning, Statistical Surveys, *Students, Tables (Data)

Identifiers—Toronto Public Schools

The primary purpose of this study was to provide an actuarial picture of the extent and nature of the non-English-speaking population in the Toronto Public Schools. The study attempted to ascertain the correlation between reading level and grade level of these pupils. Some indication of their mobility was also sought. Such information has immediate value for organizational and administrative purposes. The results cover population size, pupils' age, language spoken, year of entry into Canada, year of school admission, number of schools attended, present grade level, and reading achievement. An interpretation of the results is provided along with a discussion of implications. (Author/VM)

ED 069 164 FL 003 504

An Evaluation of the St. John Valley Title VII Bilingual Program, 1970-1971.

Heuristics, Inc., Dedham, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Note—398p.; Proj-OE-7-436

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Bilingual Education, Community Involvement, *Educational Objectives, English (Second Language), Evaluation Methods, French, *Grade 1, Instructional Materials, Kindergarten, Management, Parent Role, *Program Evaluation, Second Language Learning, Staff Improvement, Standardized Tests, Tables (Data)

Identifiers—St. John Title VII Bilingual Program

The St. John Valley Bilingual Program for 1970-71 was instituted to help overcome the educational problems of French-speaking children in schools where lessons are conducted in English. Basically the program conducts instruction in the student's first language with an increasing use of the second language. This report focuses on the assessment of each objective within each project component: instruction, staff development, community involvement, materials development, and program management. The first part of the report summarizes the status of accomplishment of the first-year program goals for each component. Part 2 discusses the evaluation of each specific program objective and its status at the end of the program. Part 2 also presents the results of additional data gathered on the particular project components and commendations and recommendations for each component. Details on evaluation procedures are included. (Author/VM)

ED 069 165 FL 003 511

Lorenz, Marian Brown
Patterns of American English: A Guide for Speakers of Other Languages.

Pub Date 71

Note—195p.

Available from—Oceana Publications, Inc., Dobbs Ferry, N.Y. 10522 (\$4.50)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, *Adult Students, *American English, College Language Programs, *English (Second Language), Grammar, *Instructional Materials, Language Instruction, *Language Patterns, Second Language Learning, Standard Spoken Usage, Supplementary Textbooks, Verbs, Written Language

This book is intended for students of English as a second language who have some knowledge of English but who need guidance and intensive structural practice in speaking the language. It contains ten units and provides grammar material for at least a one-semester course at the intermediate level. It is primarily geared to adult students in colleges, universities, adult education programs, and private or governmental programs. The emphasis throughout the book is on the spoken forms used in standard American English, although there are numerous written assignments to expand and reinforce the patterns. Although the primary focus of the book is on mastery of verb tenses, a number of lessons are devoted to countable and uncountable nouns, two-word verbs, positions of adverbs of frequency, uses of adjectives and adverbs, modal auxiliaries, the passive voice, and subordinate clauses. (Author)

ED 069 166 FL 003 514

Slager, William R., Ed. Madsen, Betty M., Ed. *Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.*

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Utah Univ., Salt Lake City.

Pub Date 72

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Culture, American Indian Culture, *American Indian Languages, Bibliographies, *Bilingual Education, Cree, *Educational Programs, English (Second Language), *Language Instruction, Language Skills, *Language Tests, Multiple Choice Tests, Papago, Test Construction, Testing Identifiers—Sioux

This issue of the 1971-72 series of "Language in American Indian Education" contains articles on bilingual education and the testing of language skills. The first, "The Language of the Sioux," is a bibliographic essay dealing with the studies that have been made to date of the Sioux language and its dialects. A Title 7 bilingual education project at Lonestar Day School in Oglala, South Dakota, and a Title 1 bilingual education program in the Bethel Agency, Juneau Area, Alaska, are reported. Other articles examine means teachers use to evaluate their students' progress in English. They include: (1) "Testing Language Skills," (2) "Common Errors in Constructing Multiple Choice Items," and (3) "The Language of Tests for Young Children." A section on Indian languages contains a story in Papago and a sample of the Cree materials presently being developed by the Title 7 bilingual project on the Rocky Boy reservation in Montana. An information exchange section concerning Indian education is also included. (RL)

ED 069 167 FL 003 522

Leon, Pierre R., Ed. And Others *Prosodic Feature Analysis/Analyse des Faits Prosodiques. Studia Phonetica Volume III.*

Pub Date 70

Note—219p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pennsylvania 19106 (\$10.05)

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, Articulation (Speech), Artificial Speech, Auditory Perception, Conference Reports, Electronic Equipment, Grammar, *Intonation, Language Development, Language Patterns, *Language Research, Language Rhythm, *Linguistic Theory, Machine Translation, Phonology, Physiology, *Speech, Suprasegmentals, Syllables

The ten papers in this collection are based on presentations given during a colloquium held November 14-15, 1969, at the University of Toronto. The papers, written in either English or French, cover various topics related to prosodic feature analysis in general; several concern the analysis of specific languages. General topics include discussions on physical correlates of some

prosodic features, the expressive function of intonation, relative height, machine translation, the contribution of prosodic analysis to the study of phonology, and language acquisition. More specific language topics include remarks on French and Czech fixed accent, accent in the Eastern Slavic languages, rhythm in the language of French Canada, and the analysis of tone in the Tibeto-Burman languages of Nepal. Also included is a report of a round-table discussion concerning pitch extraction, recognition of intonational patterns, and speech synthesis. Questions and discussion on the various topics are included throughout the book. (VM)

ED 069 168 FL 003 540

Glassman, Eugene H. *A Short Course in Conversational Dari. International Afghan Mission, Kabul (Afghanistan). Language & Orientation Committee.*

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Basic Skills, Comprehension Development, *Conversational Language Courses, Cultural Education, Grammar, Indo European Languages, *Instructional Materials, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, *Persian Identifiers—Afghanistan, *Dari, Farsi

This intensive language course in Dari, also known as Farsi or Persian, was originally prepared for medical workers of the International Afghan Mission. This course in Dari, one of the two official languages of Afghanistan, normally requires 10 days' study in a concentrated program. Principal instructional objectives are development of oral comprehension and speaking skills. Forty-four sections treating Dari script, grammar, and cultural materials are included. (Several pages may be light.) (RL)

ED 069 169 FL 003 585

Curriculum Guide for Latin, Grades VI-XII. Chicago Board of Education, Ill.

Pub Date 72

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Advanced Placement, *Classical Languages, Cultural Education, *Curriculum Guides, Electronic Classrooms, Greek, *Instructional Materials, Language Instruction, *Language Learning Levels, *Latin, Latin Literature, Resource Materials, Second Languages, Student Evaluation, Testing

This curriculum guide for Latin classes in grades 6 through 12 is intended to assist the teacher in offering the student the linguistic and cultural aspects of the language and to provide a series of techniques, activities, and approaches which will facilitate the learning of the language. Contents include: (1) general objectives, (2) the relevance of classical study, (3) Roman culture, (4) toward a better education, (5) Latin for grades 6, 7, and 8, (6) Latin 1 (grade 9), (7) Latin 2 (grade 10), (8) Latin 3 (grade 11), (9) Latin 4 (grade 12), (10) the advanced placement program, (11) evaluation and testing, (12) the Greek language, (13) Latin and the electronic classroom or language laboratory, (14) suggested activities, and (15) promotional techniques. An appendix contains a series of illustrations suitable for use with an overhead projector. A list of resource materials for the teaching of Latin is included. (RL)

ED 069 170 FL 003 589

Irving, Evelyn Uhrhan *Testing in the Language Laboratory.* Pub Date 10 Oct 70

Note—16p.; Paper presented at the Mountain Interstate Foreign Language Conference (Gallatinburg, Tennessee, October 10, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Item Analysis, Language Instruction, Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, Language Programs, *Language Tests, *Modern Languages, *Student Evaluation, Test Construction, *Testing, Test Interpretation, Tests

General guidelines for test preparation and use of the language laboratory are developed in this paper. Comparisons between written tests and oral language laboratory tests underscore the im-

portance of clarity in test item preparation. This study examines: (1) test construction, (2) types of questions, (3) test administration, (4) test scoring, (5) student reference sheets, and (6) post-test reviews. (RL)

ED 069 171 FL 003 591

Thompson, Mary P. And Others *Beginning Spanish in Grade Three: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching Conversational Spanish to Third-Grade Children.*

Modern Language Association of America, New York, N.Y.

Pub Date 58

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *Grade 3, *Instructional Materials, Language Instruction, Modern Language Curriculum, Modern Languages, *Spanish, *Teaching Guides, Teaching Methods, Textbooks

This is the first in a series of texts in a conversational Spanish course for elementary school children. Fifteen basic units present introductory linguistic patterns and cultural insights into the lives of Spaniards. They include: (1) Greetings, Identifications, and Farewells, (2) Some Classroom Objects and Instructions, (3) Colors, (4) More Greetings, Commands, and Objects, (5) Pets, (6) "La Familia," (7) "En casa," (8) "La television," (9) "A la mesa," (10) "La comida," (11) "En el jardin," (12) "Preparativos para un picnic," (13) "Las compras," (14) "En auto," and (15) "El picnic." Several floating units allow for variation in the articulation of the course. Each unit is structured about a basic dialogue, suggested procedures and drills, dialogue adaptation, and cumulative exercises. Appendices contain music, games and rhymes, personal names, references for teachers, and a word list. For the companion documents see FL 003 597, FL 003 598, and FL 003 599. (RL)

ED 069 172 FL 003 592

Memming, Agnes K. And Others *Continuing German in Grade Five: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching German to Fifth-Grade Pupils.*

Modern Language Association of America, New York, N.Y.

Pub Date 64

Note—177p.; Revised edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *German, *Grade 5, *Instructional Materials, Language Instruction, Language Skills, Modern Language Curriculum, Modern Languages, Music, *Teaching Guides, Teaching Methods, Textbooks

This teacher's guide, for use in a fifth-grade German course, contains 12 units of instructional materials which concentrate on the development of basic audiolingual skills. Each of the units consists of conversational skits, dialogue adaptation, directed dialogue review, and classroom drills. Units include: (1) Das Aufstehen und das Frühstück, (2) Die Schule, (3) Nach der Schule, (4) Das Abendessen, (5) Zu Hause (Am Abend), (6) Eine Fahrt in die Stadt, (7) Die Stadt, (8) Der Einkauf, (9) Im Gasthof, (10) Der Besuch auf dem Lande, (11) Die Ferien, and (12) Die Geographie (Zwei Primaner, Werner und Klaus, machen eine Reise durch Deutschland). Appendices contain selected games, counting rhymes, German songs, and a word list. For the companion documents, see FL 003 593 and FL 003 594. (RL)

ED 069 173 FL 003 593

Buller, Beatrice R. *Continuing German in Grade Four: MLA Teacher's Guide.*

Modern Language Association of America, New York, N.Y.

Pub Date 59

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *German, *Grade 4, *Instructional Materials, Language Instruction, Language Skills, Modern Language Curriculum

lum, Modern Languages, Music, *Teaching Guides, Teaching Methods, Textbooks

Thirty lessons for use in fourth-grade German FLES programs are contained in this audiolingual language text. The subject matter treated involves the child's life in school, his family, his peer group, and the larger social community. Each lesson is based on an illustrated dialogue and includes questions and exercises. For the companion documents, see FL 003 592 and FL 003 594. (RL)

ED 069 174 FL 003 594

Wittman, Nora E. And Others

Beginning German in Grade Three: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching Conversational German to Third-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 56

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *German, *Grade 3, *Instructional Materials, Language Instruction, Language Skills, Modern Language Curriculum, Modern Languages, Music, *Teaching Guides, Teaching Methods, Textbooks

This guide is planned to help the FLES teacher develop pleasurable language learning experiences in spoken German for children at the third-grade level. Experiences included in this guide present German in life situations, as well as insight into German culture. The guide offers suggestions for classroom procedures, and detailed directions are presented for teaching activities and materials. Twenty-five lessons, six "floating" units, and 30 German songs are included. Appendixes contain the following materials: (1) songs and music, (2) references for teachers, (3) names for boys and girls, (4) names of flowers and fruits, (5) names of animals and birds, (6) classroom games, and (7) classroom expressions. For the companion documents, see FL 003 592 and FL 003 593. (RL)

ED 069 175 FL 003 595

Thompson, Mary P. And Others

Continuing French in Grade Four: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching French to Fourth-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 60

Note—55p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *French, *Grade 4, *Instructional Materials, Language Instruction, Language Skills, Modern Language Curriculum, Modern Languages, *Teaching Guides, Teaching Methods, Textbooks

This teacher's guide for use in a fourth-grade French course concentrates on the development of basic audiolingual skills. Twelve lessons, each containing an exposition, dialogue, teaching procedures, and dialogue adaptation, emphasize the use of French during classroom instruction. Lessons include: (1) a review unit, (2) "La chemise neuve," (3) "Avant de manger," (4) "Le diner," (5) "La creche," (6) "Une lettre," (7) "Au cirque," (8) "Le malade," (9) "Guignol est malade," (10) "Le matin," (11) "Le printemps," and (12) "La peche." Appendixes contain several selections of music and a word list. For the companion document, see FL 003 596. (RL)

ED 069 176 FL 003 596

Thompson, Mary P. And Others

Beginning French in Grade Three: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching Conversational French to Third-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 59

Note—50p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *French, *Grade 3, *Instructional Materials, Language Instruction,

Language Skills, Modern Language Curriculum, Modern Languages, *Teaching Guides, Teaching Methods, Textbooks

This teacher's guide for use in a third-grade French course concentrates on the development of audiolingual skills. Ten lessons, each containing an exposition, dialogue, teaching procedures, and dialogue adaptation, emphasize the use of French during classroom instruction. Lessons include: (1) greetings, identifications, and farewells, (2) some classroom objects, (3) colors, (4) classroom activities, (5) "A Piece of Candy," (6) "Missing Poets," (7) "Getting Ready to Visit Grandmother," (8) "A New Friend," (9) "A Telephone Call and an Invitation," and (10) "A Picnic." Appendixes contain several selections of music, a list of personal names, and a reference list for teachers. For the companion document, see FL 003 595. (RL)

ED 069 177 FL 003 597

Thompson, Mary P. And Others

Continuing Spanish in Grade Six: MLA Teacher's Guide. A Course of Study Including Methods, Materials and Drills for the Teaching of Reading and Some Structure to Sixth-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 60

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *Grade 6, *Instructional Materials, Language Instruction, Modern Language Curriculum, Modern Languages, *Reading Development, *Spanish, Teaching Guides, Teaching Methods, Textbooks

This course, designed to be used with sixth-grade children who have followed the "MLA Guides in Spanish" beginning with the Grade Three Guide, emphasizes the development of reading skills. Eleven units are included in the text, each centered about mastery of a basic dialogue and related reading exercises. Linguistic concepts are developed through analysis and practice afforded by several units on the structure of Spanish. For the companion documents see FL 003 591, FL 003 598, and FL 003 599. (RL)

ED 069 178 FL 003 598

Thompson, Mary P. And Others

Continuing Spanish in Grade Five: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching Conversational Spanish to Fifth-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 58

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *Grade 5, *Instructional Materials, Language Instruction, Modern Language Curriculum, Modern Languages, *Spanish, *Teaching Guides, Teaching Methods, Textbooks

This is the third volume in a series of texts in a conversational Spanish course for elementary school children. Nine basic units present introductory linguistic patterns and cultural insights into the lives of the Spanish people. They include: (1) Review Unit 1, ("Cristobal Colon"), (2) Review Unit 2, (3) "Un Accidente," (4) "La Navidad," and "Geografia de Espana," (5) "El Telefono," and "Las Regiones de Espana," (6) "El Cine y el Manicero," "El Carnaval en Cuba," (7) "Otro Picnic," (8) "Geografia," (9) "El Cumpleanos de Ana Maria," and (10) "La Hacienda San Antonio en Venezuela." Appendixes contain music, references for teachers, and a word list. For the companion documents see FL 003 591, FL 003 597, and FL 003 599. (RL)

ED 069 179 FL 003 599

Thompson, Mary P. And Others

Continuing Spanish in Grade Four: MLA Teacher's Guide. A Course of Study Including Methods, Materials, and Aids for Teaching Conversational Spanish to Fourth-Grade Children.

Modern Language Association of America, New York, N.Y.

Pub Date 58

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, Elementary Schools, *Fles, *Grade 4, *Instructional Materials, Language Instruction, Modern Language Curriculum, Modern Languages, *Spanish, *Teaching Guides, Teaching Methods, Textbooks

This is the second volume in a series of texts in a conversational Spanish course for elementary school children. Fourteen basic units present introductory linguistic patterns and cultural insights into the lives of the Spanish people. They include: (1) Review Unit 1, (2) Review Unit 2, (3) Special Unit A—"Cristobal Colon," (4) Review Unit 3, (5) "Por la mañana," (6) Special Unit B—"El nacimiento," (7) "El desayuno," (8) "Fuera de la escuela," (9) Special Unit C—"Carnaval en Cuba," (10) "La enfermera," (11) "Los titeres," (12) Special Unit D—"Los libertadores," (13) "La salida," and (14) "El santo de la tia Rita." Appendixes contain sections on music, supplementary activities, references for teachers, and a word list. For the companion documents see FL 003 591, FL 003 597, and FL 003 598. (RL)

ED 069 180 FL 003 617

Nakai, Minoru

Some Constraints on Topicalization.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—15p.; Portion of a Ph.D. dissertation submitted in 1971 to the Massachusetts Institute of Technology

Journal Cit—Papers in Japanese Linguistics; v1 n1 p74-88 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, *Japanese, Morphemes, Nominals, Semantics, *Sentence Structure, Surface Structure, *Syntax, Transformation Generative Grammar, *Transformations (Language)

This paper explains some properties and restrictions involved in phenomena of topicalization in Japanese. The first section reviews certain properties involved in simplex topical sentences; the second section reveals certain constraints on topicalization involved in complex sentences. Section Three pursues one consequence suggested by those constraints, namely, the existence of a rule of complement subject-raising in Japanese. (Author)

ED 069 181 FL 003 618

Soga, Matsuo

Negative Transportation and Cross-Linguistic Negative Evidence.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—17p.

Journal Cit—Papers in Japanese Linguistics; v1 n1 p103-119 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, Descriptive Linguistics, *English, *Japanese, Language Research, Linguistic Theory, *Negative Forms (Language), Semantics, Sentence Structure, Surface Structure, *Syntax, Transformation Generative Grammar, *Transformations (Language), Verbs

This paper considers whether the negative transportation (NT) rule operating in English is operative also in Japanese and whether investigation of the phenomenon in Japanese may provide new insights for English research. The discussion begins with an explanation and examples of the NT rule in English. Japanese cases are then studied, and the semantic and structural implications considered. The author states that if the line of thinking presented in the paper turns out to be valid, it presents a case in which semantic interpretation may be preceded and followed by transformations, and even a cooccurrence restriction may sometimes be accounted for only after certain semantic interpretations. (VM)

ED 069 182 FL 003 619

Taylor, Harvey M.

Japanese Potentials, Pseudo-potentials, and Case.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—25p.

Journal Cit—Papers in Japanese Linguistics; v1 n1 p120-144 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case (Grammar), Deep Structure, *Descriptive Linguistics, *Japanese, Language Research, *Linguistic Theory, Morphemes, *Morphology (Languages), Sentence Structure, Surface Structure, Syntax, Transformational Grammar, *Verbs

Rules of lexical derivation can be used to account for certain case-related regularities existing between Japanese non-potential verbs and the potential verbs derived from them. Lexical derivation analysis in comparison with a transformational approach is simpler; it requires less powerful rules and therefore makes a stronger claim; and it captures the native speaker's intuition that a particular potential-verb combination is a verb having its own cooccurrence possibilities but related to a corresponding non-potential verb in a predictable way. This paper discusses the lexical derivation approach and provides numerous examples of its use in the analysis of Japanese verbs and appropriate sentence structure. (Author/VM)

ED 069 183 FL 003 620

Pearson, Bruce L.

Crazy Rules and Natural Rules in Japanese Phonology.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—14p.

Journal Cit—Papers in Japanese Linguistics; v1 n1 p89-102 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, *Descriptive Linguistics, *Diachronic Linguistics, *Japanese, Language Development, *Language Research, Linguistic Theory, Phonetic Analysis, *Phonology, Surface Structure, Synchronic Linguistics

This paper considers five possible analyses to explain dental alternations in Japanese and argues that the formulation approximating the actual historical development is likely to provide the most satisfactory synchronic description. The approaches considered are distributional analysis, strict historical interpretation, modified historical interpretation, restructured analysis, and crazy interpretation. The paper concludes that the modified historical interpretation and restructured analysis have the greatest potential since they both restructure versions of the historic changes. (VM)

ED 069 184 FL 003 622

Kusanagi, Yutaka

Time Focus within the Japanese Tense System.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—17p.; Earlier version presented March 11, 1972 to the International Linguistic Association, New York, New York

Journal Cit—Papers in Japanese Linguistics; v1 n1 p52-68 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, Grammar, *Japanese, *Language Research, Linguistic Theory, Morphemes, Morphology (Languages), Semantics, Sentence Structure, Syntax, *Time Perspective, *Verbs

It has been generally understood that Japanese has two grammatical tenses, past and non-past. However, there are statements about future events which use the "past tense." Furthermore, for certain verbs, the "past tense" is not confined to describing strictly a past event. This paper seeks to clarify the meaning of tense in Japanese and to show the relationship between grammatical tense in a sentence and the extra-linguistic time of events by introducing the notion of focus. Tense is examined in main and dependent clauses. (Author)

ED 069 185 FL 003 623

Kuno, Susumu

Evidence for Subject Raising in Japanese.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—28p.

Journal Cit—Papers in Japanese Linguistics; v1 n1 p24-51 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case (Grammar), Deep Structure, *Descriptive Linguistics, English, Grammar, *Japanese, Language Patterns, Language

Research, Language Universals, Linguistic Theory, *Sentence Structure, Surface Structure, *Syntax, Transformational Grammar, *Transformations (Language), Verbs

This discussion considers the process of subject raising, which takes the constituent subject out of the complement clause and makes it a constituent of the matrix clause and the occurrence of this process in Japanese and in other subject-object-verb (SOV) languages. The first part of the paper demonstrates why subject raising is not a common syntactic device in SOV languages and why it is difficult to prove that the transformation exists in these languages. The author suggests that there is, however, one sentence pattern in Japanese where subject raising is involved; the remainder of the paper is devoted to presenting evidence to prove the existence of this phenomenon. (VM)

ED 069 186 FL 003 625

Aoki, Haruo

Reconstruction of Japanese Vowels.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Jun 72

Note—10p.

Journal Cit—Papers in Japanese Linguistics; v1 n1 p1-10 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Descriptive Linguistics, *Diachronic Linguistics, Dialect Studies, *Japanese, *Language Research, Linguistic Theory, Phonology, Research Methodology, *Vowels

This paper discusses the relationship between linguistic reconstructions and their historical validity using the case of Old Japanese (8th century A.D.) vowels as an example. Reconstructions throughout the paper include only those cases in which the modern reflexes and phonological correspondences between two or more genetically related languages and dialects are used as the only source of information. The discussion here reviews a comparative method approach and shows how the reconstruction approach used by the author goes beyond the comparative method. Examples are drawn from several Japanese dialects. (Author/VM)

ED 069 187 FL 003 629

James, Charles J., Comp.

A Selective Bibliography of Doctoral Dissertations in Modern Language Education.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—36p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Bilingual Education, Cultural Education, Curriculum Development, *Doctoral Theses, English (Second Language), Equipment, Higher Education, Instructional Program Divisions, *Language Instruction, Language Skills, Linguistics, Literature, *Modern Languages, *Second Language Learning, Teacher Education, Teaching Methods, Testing

This bibliography of doctoral dissertations completed from July 1961 through June 1971 in modern language education is a study of trends which suggest new directions for further research in foreign language learning and teaching. Some 841 dissertations are listed under these categories: (1) general, (2) linguistics, (3) culture, (4) teaching the foreign literature, (5) curriculum in foreign languages, (6) physiology and psychology of language learning, (7) bilingualism, (8) teacher education in foreign languages, (9) methods in foreign language teaching, (10) teaching English to speakers of other languages, (11) equipment, and (12) testing the foreign language. Dissertations of a strictly literary or linguistic nature are not included in the bibliography. Most of the items pertain to the commonly taught foreign languages; abstracts are not included. (RL)

ED 069 188 FL 003 630

Why FLES? A Rationale for Beginning Foreign Languages at the Elementary School Level.

New York State Association of Foreign Language Teachers.

Pub Date 72

Note—8p.; Reprinted from Language Association Bulletin, v23 n4 Mar 1972

Available from—Robert J. Ludwig, 1102 Ardsley Road, Schenectady, N.Y. 12308 (single copies, \$.25; multiple copies, \$.15 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, *Community Attitudes, Educational Attitudes, *Educational Benefits, Elementary Schools, *Fles, *Language Instruction, *Modern Languages, Second Language Learning, Student Motivation

This illustrated pamphlet informs students, teachers, supervisors, administrators, parents, and members of the community of the goals of starting a foreign language in the elementary schools. Cartoon figures illustrate generalized remarks concerning student motivation, aptitude, and benefits which accrue to children enrolled in FLES programs. (RL)

ED 069 189 FL 003 652

Levin, Lennart

Comparative Studies in Foreign-Language Teaching. Göteborg Studies in Educational Sciences 9.

Gothenburg School of Education (Sweden).

Pub Date 72

Note—255p.

Available from—Almqvist & Wiksell Publishers, Gamla Brogratan 26, Stockholm C, Sweden (\$9.45)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Audiolingual Methods, Behavioral Objectives, Cognitive Objectives, Course Objectives, *Educational Experiments, Educational Objectives, *English (Second Language), Grammar, Instructional Program Divisions, *Language Instruction, *Second Language Learning, *Teaching Methods

Identifiers—GUME Project, *Sweden

This text describes a Swedish research program (GUME Project—the Swedish equivalent of the Gothenburg/Teaching/Methods/English Project) carried out during 1968-71 within the field of second-language instruction and learning. A number of comparative experiments were performed in order to assess the relative merits of two different approaches to teaching grammatical structures in English as a foreign language. The audiolingual habit theory and the cognitive code-learning theory are the principal methods examined in the study. Chapters include a detailed analysis of the GUME Project, experimental procedures and data, statistical analysis, characteristics of 10 experiments, evaluation instruments, and results. A list of tables, several appendixes, and a list of reference materials are included. (RL)

ED 069 190 FL 003 659

Medley, Frank W.

Maintenance of the Language Laboratory. ERIC Focus Reports on the Teaching of Foreign Languages, Number 28.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—14p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Budgeting, *Equipment Maintenance, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Recruitment, Scheduling, Teacher Responsibility

The purpose of this report is to identify the various aspects of language laboratory operation and maintenance as they relate to the teacher and the administrator, and to suggest certain practices which will result in more effective utilization of the installation. Discussion of the language laboratory includes: (1) selection of personnel, (2) scheduling, (3) budgeting, (4) mechanical operation and staff training, and (5) preventive maintenance. A sample form for scheduling the use of the laboratory and a sample laboratory service contract are included. (RL)

ED 069 191

FL 003 667

Taylor, Harvey M.

Video-Taping Dialogs, with Commentary to Teach Cultural Elements.

Pub Date 27 Nov 71

Note—10p.; Paper presented at a meeting of the Association of Teachers of Japanese (Chicago, Illinois, November 27, 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Basic Skills, Cross Cultural Studies, Cultural Context, *Cultural Education, Educational Equipment, Instructional Media, Instructional Program Divisions, Japanese, *Language Instruction, *Modern Languages, Second Language Learning, Teaching Methods, Video Equipment, *Video Tape Recordings

Description of a project involving the use of the video-tape recorder in a beginning course in Japanese focuses on cultural implications of basic unit dialogues. Instant replay, close-up, and other camera techniques allow students to concentrate on cross-cultural phenomena which are normally not perceived without the use of media. General procedures for use of the video-tape recorder are discussed and accompanied by a sample unit dialogue with commentary from an introductory Japanese text. (RL)

ED 069 192

FL 003 669

Pinder, William Whitmore

Factors Influencing Attitudes of Florida Teachers toward Modern Foreign Language Teaching Methodology.

Pub Date 72

Note—85p.; Doctoral dissertation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Background, Educational Background, Educational Equipment, Instructional Program Divisions, *Language Instruction, Language Laboratories, *Modern Languages, Secondary Schools, Second Language Learning, *State Surveys, *Teacher Attitudes, Teacher Certification, *Teaching Methods, Teaching Techniques

This doctoral dissertation identifies certain factors which influence the attitudes of Florida modern language teachers toward contemporary teaching methodology. The study begins with a philosophical and historical view of methods of teaching modern foreign languages. Data, collected from 10 percent of the modern foreign language teachers in secondary schools in Florida by means of a personal questionnaire and an attitudinal scale related to foreign language teaching methods, are analyzed. Five salient factors which evolved from the scale are correlated with characteristics in the respondents' personal and professional backgrounds. Conclusions indicate that teacher attitudes toward modern foreign language teaching methodology are not significantly related to sex, age, foreign language teaching experience, academic degree, how the second language was learned, experience with the language laboratory, or whether the teacher has had training in special foreign language workshops and programs. (RL)

ED 069 193

FL 003 671

Bockman, John F., Ed. Gougher, Ronald L., Ed. Individualization of Foreign Language Learning in America, V.

West Chester State Coll., Pa.

Pub Date Dec 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Educational Objectives, *Individualized Instruction, *Individualized Programs, Individual Needs, Instructional Program Divisions, *Language Instruction, *Modern Languages, Second Language Learning, Student Attitudes, Student Motivation, Teacher Attitudes, Teacher Role, *Teaching Methods

This newsletter contains a series of brief reports concerning methods of individualizing language learning and describes several ongoing experiments. The first article illustrates how individualized achievement charts aid in determining students' instructional needs. Group work and oral testing are discussed as a means of individualizing a course in literature. Language learning drills are examined from the point of view of their psychological impact on student attitudes, and means to alleviate negative effects are proposed. The final article considers a language program at the University of California in

which the teacher is seen primarily as a resource person. (RL)

ED 069 194

FL 003 679

Tetrick, Ronald L.

Lions in the Classroom.

Pub Date 25 Jun 71

Note—10p.; Paper presented at the American Classical League Institute, Western College, Oxford, Ohio, June 25, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Cultural Education, Instructional Program Divisions, *Language Instruction, *Latin, *Student Attitudes, *Student Motivation

The plight of Latin studies in American schools is exposed in the introductory remarks in this paper. Personalized approaches to instruction are discussed, and the author enumerates ways in which the classics may be used to arouse the aesthetic sensitivities of children. Teachers are urged to try to make Latin relevant to the needs and interests of the modern student. (RL)

ED 069 195

FL 003 700

A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Educational Objectives, Educational Philosophy, Educational Theories, Instructional Program Divisions, International Education, *Language Instruction, *Modern Languages, *Second Language Learning, Sociocultural Patterns, *Student Motivation

Attempting to discredit the widely held myth that the study of foreign languages serves only the interests of the college-bound student, this study describes a survey on the status of foreign language study in Illinois and proposes a new rationale for the study of foreign languages which would benefit the majority of students in American schools. Three main ideas are considered: (1) the importance of foreign language education in an international world, (2) foreign languages in an era of rapid communication, and (3) language instruction in a multi-racial and cross-cultural society. (RL)

ED 069 196

FL 003 704

Reindorp, Reginald C.

Spanish American Customs, Culture and Personality.

Pub Date 68

Note—358p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—American Culture, *Area Studies, Comparative Analysis, *Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Interrelationships, International Education, *Latin American Culture, *Sociocultural Patterns, Spanish Culture, *Spanish Speaking

This textbook develops a cross-cultural portrait of Latin America. Four major sections are concerned with the cultural blueprint, historical and social foundations, the social structure, and intellectual and economic life. Subchapters include: (1) the rise of the Spanish people, (2) administration and jurisprudence, (3) the church, (4) the personality heritage, (5) early New World civilizations, (6) Spanish America to independence, (7) independence and its problems, (8) social background, (9) attitudes and beliefs, (10) customs and practices, (11) education and intellectualism, (12) art and tradition, (13) ethics and linguistic usage, and (14) economics and business administration. A bibliography is provided. (RL)

ED 069 197

FL 003 710

Afro Writers: Bibliography of Recent Works in French.

French and European Publications Inc., New York, N. Y.

Pub Date 72

Note—35p.; Second revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African Culture, *African History, *African Literature, *Bibliographies, Book Catalogs, Books, Catalogs, Classroom Materials, Cross Cultural Studies, Cultural Education, *French, Modern Languages, Negro Culture, Negro Literature, Resource Materials, Textbooks

This bibliography of recent French works from Africa provides a source of commercially available books for teachers involved in teaching this area of French studies. Entries are listed in three major categories: (1) historical and cultural background—including general works, geography, history, twentieth century and independence, civilization and culture, recent economic and social development, religion, the arts, and language; (2) literature—including bibliographies, history of the literature, anthologies, and writers; and (3) recent editions—including geography and history, twentieth century and independence, civilization and culture, recent economic and social development, religion, language, literature, and theater. An index of authors and anonymous titles and an index to recent editions are included. Purchase order numbers and prices (subject to change) are provided. (RL)

ED 069 198

FL 003 712

Strasheim, Lorraine A.

Is Creativity in the Eye of the Beholder?

Pub Date 10 Oct 72

Note—10p.; Keynote address presented at the 55th annual meeting of the New York State Association of Foreign Language Teachers, Kiamesha Lake, N.Y., October 10, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Ability, Creative Development, *Creative Teaching, *Creativity, Educational Objectives, Instructional Program Divisions, Intellectual Development, *Language Instruction, Modern Languages, Originality, *Second Language Learning, Student Attitudes, Student Motivation, Teacher Attitudes, Teacher Influence, Teacher Role, *Teaching Methods

This address examines the personal experiences and attitudes of a language teacher during the 1960's, exploring the then commonly held notions of "creativity" with a view toward stimulating professional reappraisal of the term and its pedagogical implications. The author suggests that the notion of the teacher "guiding creativity" must yield to a "creativity unleashed" before the student will play a meaningful, participatory role in the creative process. Several recommendations are offered which are intended to facilitate the achievement of creativity in the classroom. (RL)

ED 069 199

FL 003 714

Ludwig, Robert J.

Leadership in Foreign-Language Education: Developing the State Foreign Language Association.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—52p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, Coordination, Elementary School Teachers, *Language Teachers, Master Plans, Organizations (Groups), *Professional Associations, *Program Planning, Regional Planning, Scheduling, Secondary School Teachers, State Agencies, *State Surveys, *Teacher Associations, Workshops

This report, intended for use by leaders of State foreign language associations, provides an extensive and comprehensive outline of the structure and activities representative of such organizations. Discussion focuses on these topics: (1) the purpose of the State association, (2) the constitution, (3) the management of the association, (4) the executive secretary, (5) membership, (6) the association budget, (7) committees of the association, (8) the annual meeting, (9) regional meetings, (10) workshops, (11) relations with the State education department, (12) publications, and (13) special services. Appendixes contain: (1) activities of state organizations, (2) sample invitation to join, (3) sample application, membership card, and annual meeting registration, (4) convention checklist, and (5) sample publicity and registration for a joint workshop. (RL)

HE

ED 069 200

HE 003 395

Powell, John H., Jr. Lamson, Robert D.
An Annotated Bibliography of Literature Relating
to the Costs and Benefits of Graduate Educa-
tion.

Council of Graduate Schools in the U.S.,
Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date Mar 72
Note—66p.

Available from—HE 003 395, HE 003 396, and
HE 003 397 available from The Council of
Graduate Schools in the United States, 1 Du-
pont Circle, Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Bibliographies, *Costs, *Educa-
tional Finance, Expenditures, *Graduate Study,
*Higher Education

This study and analysis of the literature on the
costs and benefits of graduate education (the
GRADCOST study) is organized into 4 parts: (1)
The Economics of Higher Education (Behavioral
Models, Planning and Budgeting, the Financing of
Higher Education); (2) Outputs and Benefits of
Higher Education (Conceptual Literature, Meas-
urements of Outputs and Benefits of Graduate
Education); (3) Inputs and Costs (Conceptual
Literature, Cost Structure Models); and (4) In-
puts and Cost-Measurement (Direct Cost Studies,
Full Cost Studies). (Author/CS)

ED 069 201

HE 003 396

Powell, John H., Jr. Lamson, Robert D.
Elements Related to the Determination of Costs
and Benefits of Graduate Education.

Council of Graduate Schools in the U.S.,
Washington, D.C.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date Mar 72

Note—295p.

Available from—HE 003 395, HE 003 396, and
HE 003 397 available from The Council of
Graduate Schools in the United States, 1 Du-
pont Circle, Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Educational Economics, *Educa-
tional Finance, *Financial Policy, *Graduate
Study, *Higher Education

This report focuses on the problem of cost allo-
cation from the standpoint of an institution of
higher education. Reliance has been almost en-
tirely upon existing published and unpublished
studies. The first 3 chapters provide background
information and rely extensively on documenta-
tion to present broad coverage of views evident
in the literature. The remaining chapters deal
specifically with conceptual and methodological
aspects of cost allocation at institutions of higher
education. (Author)

ED 069 202

HE 003 397

McCarthy, Joseph L. Deener, David R.
The Costs and Benefits of Graduate Education: A
Commentary with Recommendations.

Council of Graduate Schools in the U.S.,
Washington, D.C.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date Mar 72

Note—50p.

Available from—HE 003 395, HE 003 396, HE
003 397 available from The Council of Gradu-
ate Schools in the United States, 1 Dupont Cir-
cle, Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—Costs, Educational Economics,
*Educational Finance, *Financial Policy,
*Graduate Study, *Higher Education, *Student
Costs

Identifiers—*Student Benefits

The principal objectives of this study of the
costs and benefits of graduate education (the
Gradcost Study) were: (1) to collect on a com-
prehensive nationwide basis published and other
available information concerning the total costs
and benefits of graduate education in colleges
and universities; and (2) to summarize and
analyze this information, so as to identify and
evaluate by discipline, by level, and by apparent

quality of the graduate program and the type of
institution (a) the major elements of total costs
and benefits in graduate education, (b) the
definitions of these elements, (c) the alternative
procedures for allocating these total costs and
benefits, and (d) illustrative data giving ranges of
total costs and benefits. (HS)

ED 069 203

HE 003 470

The Impact of the University of Pittsburgh on the
Local Economy. Methodological Appendix.

Pittsburgh Univ., Pa. University Urban Interface
Program.

Bureau No—BR-8-0725

Pub Date May 72

Grant—OEG-2-9-480725-1027

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Benefits, *Economics,
Educational Economics, Educational Finance,
*Financial Support, *Higher Education,
*School Community Relationship, Surveys

This document presents the procedures used,
the results of, and recommendations concerning a
study designed to determine the impact of the
University of Pittsburgh on the local economy.
Findings include the following expenditures by
faculty, staff and students in the Pittsburgh area:
(1) Colleges related local business volume—
\$177.3 million; (2) College related local expendi-
tures—\$80.6 million; (3) Local expenditure by
faculty and staff—\$40 million; (4) Local nonhou-
sing expenditure by local faculty and staff—\$28.4
million; (5) Local expenditures by students—\$9.7
million; (6) Local expenditures by students in
dorms excluding room and board—\$2.2 million;
(7) Expenditures by students for local rental
housing—\$2.0 million; (8) Local nonhousing ex-
penditures by students who rent local housing—
\$3.2 million; (9) Expansion of local banks' credit
base resulting from college-related deposits—
\$12.8 million; (10) Real estate taxes paid to the
local government by the college—\$170,000; and
(11) Real estate taxes paid to local governments
by local faculty and staff—\$3.2 million. (For re-
lated documents see ED 063901 and ED
063902.) (HS)

ED 069 204

HE 003 502

Bengelsdorf, Winnie
Ethnic Studies in Higher Education. State of the
Art and Bibliography.

American Association of State Colleges and
Universities, Washington, D.C.

Spons Agency—National Endowment for the Hu-
manities (NFAH), Washington, D.C.

Pub Date Aug 72

Note—261p.

Available from—American Association of State
Colleges and Universities, One Dupont Circle,
Suite 700, Washington, D. C. 20036 (\$3.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*African American Studies, Ameri-
can Indian Culture, *Bibliographies, Ethnic
Groups, *Ethnic Studies, *Higher Education,
Mexican American History, *Minority Groups,
Polish Americans, Puerto Rican Culture

This bibliographic project sought to identify
and summarize recent material on Ethnic Studies
in higher education and to determine the state of
the art or trend of these studies. Ethnic studies
refers to Asian-American, Black, Chicano, Indian
and Puerto Rican Studies, as well as to white
ethnic studies such as Polish-American and
Jewish Studies. Most material listed is arranged
by ethnic group, and alphabetically by author
within subject categories. Cumulative alphabetic
and title indices are included for ease of
reference. (Author/HS)

ED 069 205

HE 003 514

A Manual for Students Volunteering.

ACTION, Washington, D. C.

Pub Date [72]

Note—76p.

Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D. C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community
Service Programs, Community Services,
*Higher Education, *Neighborhood Improve-
ment, *Social Action, Social Responsibility

The student volunteer movement developed in
the 60's in response to a growing concern
throughout the country for social problems. Since
1963, the movement has grown from a small

group of 5,000 students to an estimated 400,000
students working in over 2,000 programs in more
than 80% of the colleges in the country. Most
projects are concerned with resolving the
problems that plague society. This manual has
been produced in response to the need of stu-
dents who want to start a volunteer program. It is
also addressed to those who have a program in
operation now, but want to expand or improve it.
The purpose of the manual is to share experience
already gained and to provide new ideas.
(Author/HS)

ED 069 206

HE 003 528

Brief to the Committee on University Affairs. Esti-
mates of Operating Grant Requirements for
1970-71.

Committee of Presidents of Universities of On-
tario, Toronto.

Pub Date 3 Mar 70

Note—56p.; Revised on March 3, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Educational
Economics, *Educational Finance, Enrollment
Projections, *Financial Problems, *Higher Edu-
cation, International Education, Statewide
Planning

This brief contains a refinement and amplifica-
tion of preliminary estimates of operating fund
requirements of the provincially assisted univer-
sities of Ontario for 1970-71. Part B of the report
contains quantitative descriptors of university
operations including budgeted operating expendi-
tures for 1969-70, faculty income unit ratios in
1969-70, and some exploratory studies on quality
and cost of education. Part C presents an histori-
cal resume and projections of enrollment and its
financial implications for 1970-71. Part D defines
some problems of enrollment forecasting in rela-
tion to income determination, and Part E
presents projected increases in cost components
in 1970-71. (HS)

ED 069 207

HE 003 529

Accessibility and Student Aid.

Council of Ontario Universities, Toronto.

Pub Date May 71

Note—163p.; Report of the Subcommittee on
Student Aid of the Council of Ontario Univer-
sities

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, *Educa-
tional Finance, *Educational Opportunities,
*Financial Needs, Financial Support, *Higher
Education, International Education, Scholar-
ships, Student Costs, Tuition Grants

This document presents a comprehensive
review of undergraduate student aid programs at
provincially assisted universities in Ontario, with
emphasis on accessibility to higher education. It
was the purpose of the Subcommittee on Student
Aid to determine the best means of financial sup-
port to students that would best benefit all per-
sons seeking postsecondary education. Loan pro-
grams, it was found, are often a barrier to higher
education for persons from low economic
backgrounds. These persons would prefer to have
no education at all if it means going into great
debt. Thus, the subcommittee recommends a
financial aid policy that would call for those with
the ability to pay for their educations to do so
and for those unable to pay, a scholarship pro-
gram that would not have to be fully repaid. (HS)

ED 069 208

HE 003 530

Flowers, George A., Jr., Ed.

Summary of Proceedings of the Annual Meeting of
the Association of Urban Universities (56th,
Miami, Florida, November 1-2, 1970).

Association of Urban Universities.

Pub Date 70

Note—97p.; Proceedings of the Annual Meeting
of the Association of Urban Universities
(56th), Miami, November 1-2, 1970

Available from—George A. Flowers, Jr.,
Director, News Services and Publications,
Jacksonville University, Jacksonville, Florida
32211

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Community Services,
*Conference Reports, *Educational Objectives,
Educational Opportunities, *Equivalency Tests,
Governance, *Higher Education, *Urban
Universities

The two major addresses presented before the
1970 conference of the Association of Urban
Universities concerned: (1) the Office of Urban

Affairs of the American Council on Education whose purpose is to encourage and assist institutions of higher education to relate their programs to urban needs; and (2) the College Level Examination Program (CLEP) of the College Entrance Examination Board, a program designed to enable students to earn credit via equivalency tests. Goals for the members of the Association were discussed including admissions for minority students, community service programs, resource utilization, institutional governance, politics, and campus unrest. In addition, 13 new member institutions were admitted to the Association. (HS)

ED 069 209 HE 003 531

Trotter, Bernard And Others
"The Ten O'Clock Scholar?" What A Professor Does for His Pay.

Council of Ontario Universities, Toronto.

Pub Date May 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Education, Noninstructional Responsibility, *Professors, Teacher Welfare, *Teaching Load, *Working Hours

Many people protest that professors are over-paid for the amount of time that they spend in the actual classroom situation. However, what most people do not realize is that classroom time is not the only time that the professor must devote to his work activities. The typical package of professorial duties would necessarily include: (1) scheduled classes such as lectures, seminars, labs, and tutorials; (2) unscheduled tutorials, review sessions, etc.; (3) individual counselling related to specific courses; (4) graduate student thesis supervision; (5) research; (6) other study and scholarly work; (7) administration in one's own university, including services to students not related to specific courses, departmental administration, faculty administration, and university administration; (8) inter-university administration; and (9) service to the discipline (professional societies, etc.). These combined duties generally add up to 50 work-hours per week for the 9-month period between September and May, which averages out to a 12-month work-week of appreciably more than 40 hours. (HS)

ED 069 210 HE 003 532

Responses to the Draft Report of the Commission on Post-Secondary Education in Ontario.

Council of Ontario Universities, Toronto.

Pub Date 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Planning, *Higher Education, International Education, Planning, *Statewide Planning

The Draft Report of the Commission on Post-Secondary Education in Ontario has stimulated extensive debate within the universities of the province. The report was designed to provide a comprehensive overview of higher education in Ontario, and to provide recommendations for the improvement of higher education. This publication contains highlights of that debate from the standpoint of the Council of Ontario Universities and its committees and affiliate organizations. (HS)

ED 069 211 HE 003 533

Review of the Ontario Operating Grants Formula. Interim Report.

Council of Ontario Universities, Toronto.

Pub Date May 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, Educational Economics, *Educational Finance, *Higher Education, International Education, *Money Management, *Statewide Planning

The Operating Grants Formula utilized by the Council of Ontario Universities, has as its sole purpose to provide an objective mechanism for determining the share of the total provincial operating grant to be allocated to each university. It is not intended to limit or control the expenditure of funds granted to the universities, but institutions must be held accountable for expenditures that they might receive a "fair share" of the financial allocations. The grants formula is relatively simple, being based on weighted enrollments that produce a reasonable degree of objective equality of grants distribution. (Author/HS)

ED 069 212 HE 003 534

Graduate Enrollments in Relation to Requirements for Academic Staff in Ontario Universities.

Council of Ontario Universities, Toronto.

Pub Date 71

Note—86p.; Brief to the Ontario Committee on University Affairs 71-14

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Financial Support, Graduate Professors, Graduate Students, *Graduate Study, *Higher Education, International Education, *Labor Market, *Manpower Needs, State Aid, Statewide Planning

This document is a working paper designed to point up some policies for the training of staff for the graduate schools in the universities in Ontario. Over the past few years, graduate enrollment has increased greatly, primarily a result of increased government funds for the expansion of graduate education. Recently, however, a scare has been in effect, that has caused many persons to decide that too many persons are being educated at the graduate level for the manpower demands. At this point, the Ontario government cut back on funds, hoping to curtail the problem of over-education. Presented here are: problems in forecasting requirements for academic staff and using analytic models for supply/demand comparisons; an illustration of the use of a model for analyzing Ph.D. enrollment alternatives; and principles and suggested policies for graduate enrollment and financial support. (HS)

ED 069 213 HE 003 535

A Formula for Operating Grants to Emergent Universities and Emergent Components of Established Universities.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 28 Aug 67

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Educational Finance, *Financial Policy, *Financial Support, *Higher Education, International Education, *State Aid, Statewide Planning, Universities

Operating grants to provincially assisted universities in Ontario are based on a formula that is derived from a system of weights assigned to various categories of student enrollment. This formula, however, cannot be used both for emergent universities and established institutions. There is probably no substitute for subjective decision-making, within a limited time, until a new university's special needs are reduced to a point where the institution can go on standard formula. The present report is an attempt to sketch some guidelines for determining a point of emergence and to propose a grant formula that might serve as a guide in establishing grants to emerging universities. (For related document see also HE 003546.) (HS)

ED 069 214 HE 003 536

Thompson, Ivor William Lapp, Philip A.

A Method for Developing Unit Costs in Educational Programs.

Committee of Presidents of Universities of Ontario, Toronto.

Report No.—CPUO-R-70-3

Pub Date Dec 70

Note—72p.

Available from—Secretariat of the Committee of Presidents, 230 Bloor Street West, Toronto 181, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, Educational Finance, *Educational Programs, *Engineering Education, *Higher Education, International Education, Student Costs, *Unit Costs

This document presents an analysis of unit costs (annual cost per student) of engineering education in Ontario by degree and year level. All ordinary operating expenditures are covered including engineering department and faculty budgets, and all university overhead accounts such as library, administration, and plant maintenance costs. (HS)

ED 069 215 HE 003 537

Skolnik, M. L. McMullen, W. F.

An Analysis of Projections of the Demand for Engineers in Canada and Ontario and An Inquiry into Substitution Between Engineers and Technologists.

Committee of Presidents of Universities of Ontario, Toronto.

Report No.—CPUO-R-70-2

Pub Date Nov 70

Note—77p.

Available from—Secretariat of the Committee of Presidents, 230 Bloor Street West, Toronto 181, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, *Engineering Education, *Higher Education, International Education, *Job Market, *Manpower Needs

The first part of this report presents a comparative analysis of three studies of engineering manpower projections and a forecast of the number of engineering graduates required for Ontario to 1980. The projections are based on the extrapolation of past trends, but do not take account of major structural changes in the factors affecting the demand for engineers. One such factor may be the development and rapid expansion of the Colleges of Applied Arts and Technology and corresponding increased availability of technologists and technicians who might be substituted for engineers in some positions. Thus, the second part of the report presents the findings of an interview study of 16 firms that was designed to explore the question of substitution. In addition to the quantitative effects on the demand for engineers, it was desired to study the qualitative aspects, i.e., the type of work functions that graduate engineers are desired for and the speed with which they advance to higher levels. (HS)

ED 069 216 HE 003 538

Martinko, Agnes

Motivation for Learning.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [72]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *Adult Education, Career Education, *Educational Interest, *Higher Education, *Motivation, Student Development

This article deals with three areas of student motivation in postsecondary education: (1) current innovative practices in postsecondary education; (2) the concept of work in a people-centered society; and (3) the individual as a synergistic being. Since World War II when veterans proved that older persons are more motivated to learn than traditionally younger students, colleges have been providing continuing and adult education programs that allow for degrees to be earned on a part-time basis and even on a nonresidential basis. The myth that a college degree is a necessity to earn a good living is also being shot down. Cross-country truck drivers, on the whole, earn more money than college professors with Ph.D.'s. Education needs to be changed to train those people who are interested in occupations outside of academic fields to function in their jobs to the best of their abilities. Although it is important for a person's schooling to enable him to earn a living, it is felt that the synergistic attribute of the individual will begin to grow in importance. This synergy can be viewed both in a limited perspective as the way in which the physical, mental and emotional aspects of an individual combine and interact to form a personality, as well as a broader perspective that observes the interaction of the individual as a part of a whole that can focus on society, mankind, the universe and beyond. (Author/HS)

ED 069 217 HE 003 539

Martinko, Agnes

Nontraditional Innovations in Higher Education Classified by Mode of Operation.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Credits, *Degree Requirements, *Equivalency Tests, *External Degree Programs, *Higher Education, *Special Degree Programs, Work Study Programs

Many higher education institutions across the United States have instituted nontraditional study programs that incorporate elements such as flexibility and individualized learning into the curriculum. Implementation of such programs serve to increase options and open doors such as: the identification of new segments of our society to be served; the use of interruption of study to enhance the educational process; the coordination of work and study to provide a total and

more realistic learning experience; the nonresidential factor as a plus rather than a minus; the recognition and evaluation of experience as part of learning; new areas of subject matter and regrouping the old ones; the use of new communicative devices for instruction; the involvement of agencies other than formal educational institutions and the consequent involvement of whole communities or regions; and new financial patterns and responsibilities together with their implications for government, public and private institutions, and the individual. This document describes and gives examples of nontraditional credit by examination programs, work-study programs, credit for experience programs, and credit for home study programs. (Author/HS)

ED 069 218 HE 003 540

Brief to the Committee on University Affairs.
Committee of Presidents of Universities of Ontario, Toronto.
Pub Date Dec 70
Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Planning, *Enrollment Projections, *Financial Support, *Higher Education, International Education, Planning

This document contains a brief on operating grants for the purpose of communicating system estimates of future university operating needs in Ontario universities to the Committee on University Affairs. Section II traces briefly the major financial developments of the past decade and the third section contains some impressions on the impacts of the 1970-72 financing levels on the universities. Section IV presents future enrollment projections and a preliminary estimate of the financial commitment that might be required to meet these enrollment levels if current policies and trends continue. The final section presents the specific concerns of the universities in the financing of research and part-time education. (HS)

ED 069 219 HE 003 541

Anastasio, Ernest J. Morgan, Judith S.
Factors Inhibiting the Use of Computers in Instruction.

Interuniversity Communications Council, Bethesda, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, *Educational Problems, *Educational Technology, *Higher Education

Over the past 2 decades the usefulness of the computer in science and education has been demonstrated by the rapid growth of applications. Striking advances have been made in data analysis and research through its use; however, in the direct application of computers to the instructional process, obstacles still exist between promise and fulfillment. This study seeks to identify those obstacles that have hindered the development and acceptance of computer use in instruction, and to suggest means for overcoming them. The Delphi Technique was used to obtain and analyze the judgment of educational practitioners, theoreticians, hardware and software specialists, and evaluators on (a) major impediments to wider use of computers in instruction, and (b) actions that might increase acceptance and use of computer-based instructional materials. (Author)

ED 069 220 HE 003 542

Langlois, Eleanor
Graduate Attrition at Berkeley.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Aug 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Identification, *Dropout Research, Dropouts, Educational Research, *Graduate Students, *Graduate Study, *Higher Education, Persistence

In the academic year of 1968, a substantial number of the 10,000 graduate students at the University of California at Berkeley dropped out of graduate school. This graduate school attrition caused deep concern for several reasons. Primary reasons for concern are the loss of educated manpower to society and the question of whether

graduate school admission requirements are indicative of successful students. Thus, a survey was conducted to find out the reasons behind the high attrition rate. The three factors found to be most often cited by dropouts were financial factors, academic factors and personal factors. The study also indicates characteristics of students that completed degree requirements and characteristics of those who left by reason for leaving. (HS)

ED 069 221 HE 003 543

Campus Law Enforcement.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Sep 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, *College Students, *Crime, *Higher Education, Law Enforcement, Police, *Stealing, *Universities

In a study of the nature and extent of criminal acts committed on the campuses of the Washington State colleges and universities, it was found that major crime is not a problem. However, misdemeanors are frequent occurrences and can be dealt with effectively through channels that already exist. Improved training, conscientious coordination, and the development of an understanding by the higher education community of the role of the campus police can be effective in reduction of misdemeanors as well as felonies. Thus, it is felt that no additional statutory provisions are necessary to deal with the current crime situation. (Author/HS)

ED 069 222 HE 003 544

Report to the Committee on University Affairs.

Submission on the Value of the Basic Income Unit 1969-1970.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Dec 68

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Economics, Educational Finance, *Educational Planning, *Higher Education, International Education, Planning, Statewide Planning, *Unit Costs

This document presents projected operating expenses for the Ontario universities during academic year 1969-70 as based on reports of operating expenses in academic years 1967-68 and 1968-69. The basic income units are provided for academic salaries, graduate student teaching salaries, academic support salaries, library facilities, fringe benefits, administrative expenses, maintenance expenses, and other operating expenses. In addition, an estimate of the needed increase in total provincial grants is presented and an operating formula for the support of medical education is offered for consideration. (HS)

ED 069 223 HE 003 545

Analysis of Section Sizes, Fall 1969.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Jan 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classes (Groups of Students), *Class Size, Facility Utilization Research, *Higher Education, *International Education, Student Teacher Ratio

This document presents data on class sizes in the universities in Ontario. Four major disciplines were covered by the survey that elicited the data: humanities, biological sciences, physical sciences, and social sciences. The data are further broken down into method of teaching, i.e., lecture, seminar, tutorial or laboratory. Each activity of each course is capable of generating three descriptive values. If all activities are examined in these three ways, three distinct distributions can be formed. For each activity of each course these three values are: (1) number of course sections; (2) number of section hours per week (derived by multiplying the number of sections by the hours per week of scheduled activity); and (3) number of student hours per week (derived by multiplying the number of students by the hours per week of scheduled activity). The data given are for the fall term, 1969. (Author/HS)

ED 069 224

HE 003 546

Notes on The Special Study on Operating Support for the Emerging Universities in Ontario for Fiscal Year 1968/69, Prepared for Ontario Committee on University Affairs, July 1968.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 68

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Educational Finance, *Financial Policy, *Financial Support, *Higher Education, International Education, Planning, *State Aid, Statewide Planning, Universities

This document presents some notes on the special study on operating support for the emerging universities in Ontario. That report is an attempt to sketch some guidelines for determining a point of emergence for new universities in Ontario, and to propose a grant formula that might serve as a guide in establishing grants to emerging universities. Matters that appear to relate to all Ontario universities are discussed first in the present report, while the second section pertains particularly to the emergent universities, and includes individual statements by Brock and Trent Universities. The third section of the notes comments briefly on some of the assumptions upon which the model for developing operating support is based. See also HE 003 535. (HS)

ED 069 225

HE 003 548

Pottinger, J. Stanley

Statement on Guidelines for Application of Executive Order 11246 to Higher Education Institutions Receiving Federal Funds.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 4 Oct 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, College Faculty, Employment Opportunities, *Equal Opportunities (Jobs), *Higher Education, *Minority Groups, Professors, *Racial Discrimination, *Sex Discrimination

Executive Order 11246 requires presidents of higher education institutions to meet certain equal employment responsibilities and prohibits recipients of Federal contracts from discriminating in employment on the basis of race, color, religion, sex, or national origin. It also calls for affirmative steps to attract more women and minority applicants for employment consideration. The guidelines reaffirm that goals and timetables are required as a part of affirmative action programs, make clear that quotas are not required or permitted, and describe in functional terms the difference between the two. Nothing in the affirmative action concept requires a university to employ or promote any faculty member who is less qualified than other applicants competing for that position. Affirmative action does require, however, that any standards or criteria that have had the effect of excluding women and minorities be eliminated unless such criteria are conditions of successful performance in the particular position involved. (Author/HS)

ED 069 226

HE 003 549

Methodology of Section Size Analysis.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Mar 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classes (Groups of Students), *Class Size, Facility Utilization Research, *Higher Education, *International Education, Student Teacher Ratio, *Teaching Load

This document comprises recommendations for the gathering of data concerning section or class size at the universities in Ontario. The objective of a section size analysis is to produce a consistent measure of one important element affecting the allocation of university resources. Three distributions are formed from the data by tallying the frequency of course sections in the appropriate average section size interval. The three distributions are: (1) unweighted; (2) weighted by teaching hours per week; and (3) weighted by student hours per week. See also HE 003 545. (HS)

ED 069 227

HE 003 550

Report of the Subcommittee of the CPUO on Agreements Between the Universities and the

Department of Education Concerning Colleges of Education.

Committee of Presidents of Universities of Ontario, Toronto.

Report No.—CPUO-R-70-21

Pub Date Mar 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Guidelines, *Higher Education, International Education, *Planning, *Schools of Education, Statewide Planning, *Teacher Education, *Teachers Colleges

The Subcommittee on Agreements between the Universities and the Department of Education of Ontario has as its purpose to review the existing agreements between the Minister of Education and the University of Toronto, University of Western Ontario, and Queen's University, respecting the Ontario College of Education, Althouse College of Education and McArthur College of Education, respectively, and to make recommendations to the Committee of Presidents for amendments to bring these agreements into conformity with the guidelines on the integration of teachers' colleges into universities. This document presents recommendations for such amendments. (Author/HS)

ED 069 228

HE 003 553

Wood, Robert

User Agency Policies and Mechanisms for Utilizing the Resources of Institutions of Higher Education.

Pub Date May 72

Note—18p.; Paper presented to the Conference on Institutions of Higher Education as a Resource in the Solution of National Problems, Washington, D.C., May 8-10, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Educational Resources, *Higher Education, *Intergovernmental Cooperation, School Community Cooperation, *School Community Relationship, Social Action, *Social Change, Speeches

Higher education institutions have the potential for creating and advancing programs for the betterment of society, but the programs should not be chosen haphazardly and without great thought. Universities, more specifically, can be involved in the areas of production of knowledge and research in domestic affairs, urban and environmental problems, issues of population growth and migration, poverty, and racism. Some guidelines for participating in such programs include: (1) universities should not enter into local political activities in such a way as to upset local power constellations; (2) user agencies and universities should hold each other accountable for the maintenance of high standards of performance; (3) universities should develop more imaginative approaches to the utilization of personnel; (4) universities should emphasize interdisciplinary research and interinstitutional collaboration; (5) universities should utilize discretion in the selection of affiliating user agencies; and (6) universities should readily accept those tasks that relate them symbiotically to their local and national communities. (HS)

ED 069 229

HE 003 555

Farland, Ronald W. Bragg, Stephen M.

The Paracollege Image: A Study of Students' Attitudes.

Pub Date Jan 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Evaluation, Educational Innovation, Experimental Curriculum, *Experimental Programs, *Higher Education, Innovation, *Program Evaluation, Self Directed Groups, *Student Attitudes, Student Characteristics

The Paracollege of St. Olaf College is an experimental program in which students participate in a self-directed study curriculum where no grades are given and students work at their own pace. This document presents the results of a study designed to find out what image is held of the Paracollege by those enrolled in the regular curriculum at St. Olaf, and what personal characteristics or other factors contributed to the formulation of that image. Several conclusions are made: (1) When students hold favorable or unfavorable impressions of the Paracollege, it is at least as much a function of their own educational preferences and personal characteristics and attitudes as it is of information or evidence about

the effectiveness of specific features of the program. (2) If the Paracollege is to be expected to live up to its original charge to serve a cross-section of the St. Olaf student body, it will need to make a concerted effort to counter its developing image by deliberately attempting to attract the kinds of students who now view Paracollege as inappropriate for them. (3) Within the student body there is a diversity of educational preferences and styles that seem to suggest that more rather than fewer curricular options might be made available to students. (HS)

ED 069 230

HE 003 556

Bragg, Stephen M. Farland, Ronald W.

First Year Knowledge Acquisition in the Humanities.

Pub Date Nov 71

Note—18p.; Project II, Report I

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Rating, Achievement Tests, College Students, *Experimental Curriculum, *Experimental Programs, *Higher Education, Self Directed Groups, *Student Evaluation

The Paracollege at St. Olaf College is an experimental program in which students participate in a self-directed study curriculum where no grades are given and students work at their own pace. This document presents the results of a study designed to find out the varying degrees of general knowledge obtained by students in each program after 2 years of college. Results show that women performed better than men within each curricular program and Paracollege students performed better than regular St. Olaf students regardless of sex. The conclusions are based on a sample of 510 regular students and 575 Paracollege students taking the Humanities Area Test. (HS)

ED 069 231

HE 003 557

A Regional Plan for Higher Education: Report from New York City.

Pace Coll., New York, N. Y. New York City Regional Plan for Higher Education.

Pub Date 9 Jun 72

Note—130p.

Available from—Regents Advisory Council, Pace College, 41 Park Row, New York, New York 10038

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Planning, *Higher Education, *Regional Planning, *Statewide Planning

This report represents a regional approach to the immediate problems of higher education in New York City, and proposes a series of recommendations toward the cooperative resolutions of these problems. The Regents Advisory Council accepted as its charge a survey of the human, fiscal and physical resources of higher education institutions in New York City, as well as a delineation of specific regional problems, especially in the areas of admissions, counseling and guidance, data collection, facilities, finances, and programs and research. Five Task Forces were appointed to study (1) the full utilization of resources; (2) libraries and major facilities; (3) professional programs; (4) graduate programs; and (5) cooperative programs for the disadvantaged. The major recommendation of the report, that a Regional Coordinating Council for Postsecondary Education in New York City be created, was implemented by the Board of Regents on November 16, 1972 and will take over the work of the Regents Advisory Council in 1973. (HS)

ED 069 232

HE 003 558

Chambers, M. M.

Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1972-73.

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date Oct 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *State Aid, Statistical Data

This document presents data on state tax appropriations to higher education for the approximately 500 colleges and universities belonging to the National Association of State Universities and Land-Grant Colleges for academic year 1972-73.

Reducible to exact figures are such matters as the growth-rates of population in each state over recent years, the appropriations of state tax funds for operating expenses of higher education per citizen, the gross and per capita average annual personal income in each state, the total of state and local tax collections in each state for any recent year reduced to per capita terms, the state and local tax total per \$1,000 of personal income, and the ratios between per capita incomes and per citizen appropriations of state tax funds for operating expenses of higher education in each state and nationwide. (Author/HS)

ED 069 233

HE 003 559

Higher Education in Virginia.

Virginia State Council of Higher Education, Richmond.

Pub Date Sep 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Enrollment, *Higher Education, *Statewide Planning, *Statistical Data, *Student Costs

This document presents data concerning the public and private 2- and 4-year colleges and universities in the state of Virginia. All data included in the report are for the academic year beginning September 1972. Information presented includes enrollment data, institutional charges, and degree programs offered. (HS)

ED 069 234

HE 003 560

Furniss, W. Todd

External Degrees: An Initial Report.

American Council on Education, Washington, D. C.

Pub Date 26 Feb 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, Accreditation (Institutions), *Degree Requirements, Degrees (Titles), *External Degree Programs, *Higher Education, *Open Education, Residence Requirements, *Special Degree Programs

Over the past several years studies have indicated that traditional certification models are not working as well as they once did, particularly in relation to a larger and larger number of unconventional students to be served, and if possible, certified. Two major problems stand in the way of creating educational opportunities that would afford these unconventional students the opportunity of obtaining credentials via external degrees: college and university residence requirements and accreditation requirements. This document presents arguments as they are stated by educational institutions against external degree programs and lists some issues that must be taken into account before such programs are created. (HS)

ED 069 235

HE 003 561

Director's Annual Report 1971-1972.

Ontario Dept. of the Provincial Secretary and Citizenship, Toronto.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Decision Making, *Educational Administration, Educational Improvement, *Higher Education, *Management, Management Systems, *Statewide Planning

The National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education seeks to improve higher education institutional management, statewide coordination of higher education, and decisionmaking processes in higher education at national levels. This document presents the 1971-72 annual report of NCHEMS and tells of progress made in the areas of research and development, applications and implementation, and positive results in the educational community. A listing with brief descriptions of NCHEMS current projects is also included. (HS)

ED 069 236

HE 003 562

Jenkins, Martin D.

The Urban Affairs Programs of Higher Education Associations: What They Are Doing and What They Can Do.

American Council on Education, Washington, D. C.

Pub Date Oct 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Improvement, *City Problems, *Higher Education, *Professional Associations, School Community Relationship, Social Action, *Urban Education, *Urban Universities

The purposes of the present study were to ascertain the sensitiveness of higher education associations to the involvement of colleges and universities in urban affairs and to encourage the associations to give increased attention to the urban involvement of their members in their programs and activities. It was found that only 19 of the 55 respondent associations are involved in active urban affairs programs reflecting real concern with the urban involvement of colleges and universities. Twenty-seven other associations have or anticipate having some urban-related activities that are incidental and superficial and probably have little real impact on the urban programs of the associations' members. It is concluded that higher education associations, as a group, are sensitive to the involvement of colleges and universities in urban affairs and that their programs are beginning to have an impact on the urban-related activities of their members. (HS)

ED 069 237 HE 003 563

Furniss, W. Todd

Colleges and Minority/Poverty Issues. Bibliography and Other Resources.

American Council on Education, Washington, D.C.

Pub Date 14 Nov 69

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, *Disadvantaged Youth, Economically Disadvantaged, *Educationally Disadvantaged, *Higher Education, *Minority Groups, *Negro Education

This document presents a bibliography of materials concerning issues in the education of the poor and minorities. Omitted from the listings are references to work still in progress and organizations which, although concerned with aspects of the subject, do not appear to be in a position to respond usefully to requests for printed information or direct assistance. (HS)

ED 069 238 HE 003 564

Higher Education and the Adult Student.

American Council on Education, Washington, D.C.

Pub Date 25 Oct 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Programs, *Educational Change, *Educational Planning, *Higher Education, Professional Continuing Education, *Special Degree Programs

Higher education in America today is increasingly the education of adults. Although full-time students are, when they start college, usually 18 years old and financially dependent, the term student also covers very large numbers of persons who have dropped out and reentered, who are registered for courses but not degrees, who take refresher work in teaching and other professions, who enroll in correspondence and television courses, and who are served by higher education in a host of other ways. Even today, then, most students in many institutions are over the age of legal majority and carry full adult responsibilities. These characteristics require that they be given special educational consideration. This document presents an identification of central questions related to the education of adults and offers recommendations as to how to deal with the special problems that may arise. (Author/HS)

ED 069 239 HE 003 565

Specialized Manpower Production and Research Development in Ontario Faculties of Medicine 1969-1975.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Jun 70

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, International Education, *Medical Research, *Medical Schools, *Research, *Scientific Research

The Committee of the Ontario Council of Deans of Medicine was designed and directed to examine the production of specialized manpower from training programs sponsored by Faculties of Medicine of the Ontario universities and the nature and extent of medical research in the Faculties of Medicine. The inquiry was concerned with both the current situation and future plans and

projections. The purpose of this survey was to establish an information base upon which Medical Faculties individually or in collaboration might develop their own plans within an overall framework that would insure the most effective use of the Provincial resources available, minimize duplication and protect against the possibility of neglect through oversight of important areas of research and development. (Author/HS)

ED 069 240 HE 003 566

A Comparative Analysis of University Calendar Systems.

Council of Ontario Universities, Toronto.

Pub Date 4 Oct 71

Note—63p.; Brief to the Ontario Committee on University Affairs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Extended School Year, *Higher Education, International Education, *School Calendars, *School Schedules, *Trimester Schedules

It has been argued that higher education in Ontario should be lengthened from a 7-month academic year to a 9-month academic year that costly facilities might be more fully utilized and that students might complete degree requirements in 3 years instead of 4. This brief is organized into 6 sections consisting of (1) a brief discussion of the issues and scope of further studies, (2) and (3) summaries of perceived advantaged, disadvantages and characteristics of calendar alternatives in American and Australian experiences, (4) an analysis of the existing year-round utilization of Ontario universities, (5) specific comments on the Guelph trimester operation and some models analyzed by the University of Manitoba, and (6) some model analyses of the 3 most common alternatives of semester, trimester and quarter systems. It is felt that for a year-round academic year to be fully successful, the public's attitude (that fall, winter and spring are mainly for work and study, and incidentally for leisure, while summer is the reverse) must change. (Author/HS)

ED 069 241 HE 003 567

The Health Sciences in Ontario Universities. Recent Experience and Prospects for the Next Decade.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Jun 66

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *Health Education, *Health Occupations Education, *Higher Education, Interinstitutional Cooperation, International Education, *Manpower Needs, *Medical Education, Statewide Planning

Rapid but orderly progress in the development of urgently needed health manpower and training facilities in Ontario can be achieved only by close collaboration between the educational institutions and agencies of government responsible for this field. Individual universities must consolidate the administration of health science programs on campus and in affiliated hospitals and work closely with other universities and the Senior Co-ordinating Committee of the Departments of Health and University Affairs in evolving a rational pattern for the province. Ontario universities cannot satisfy the demands of all the health professions for all levels of education without overwhelming the limited resources available. Thus, universities should establish priorities with respect to the type of professional and technological training programs that they sponsor and the objectives of these programs. In addition, inter-university cooperation should be practiced to the fullest that duplication might be avoided. (Author/HS)

ED 069 242 HE 003 568

Variations on a Theme: Fourth Annual Review, 1969-70.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 70

Note—81p.

Available from—University of Toronto Bookroom, Toronto, Ontario, Canada (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Opportunities, Educational Planning, *Higher Education, *Interinstitutional Cooperation, International Education, *Regional Planning, Statewide Planning

Over the past several years the universities of Ontario have made a gigantic effort under the direction of the Committee of Presidents of Universities of Ontario to provide quality higher education for all qualified students. Inter institutional cooperation and coordination has been a must in this effort, and maximum utilization of available resources has been an absolute necessity. This document describes the achievements of the Ontario universities and presents a discussion of some of the problems and proposals to solve these problems. Cooperative activities among the universities include shared library services, shared computer services, applicant counseling, student housing and student financing. (HS)

ED 069 243 HE 003 569

System Emerging. First Annual Review (1966-67) of the Committee of Presidents of Universities of Ontario.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 67

Note—64p.

Available from—University of Toronto Press, Toronto, Ontario, Canada (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Opportunities, Educational Planning, *Higher Education, *Interinstitutional Cooperation, International Education, *Regional Planning

Over the past several years, the universities of Ontario have made a gigantic effort under the direction of the Committee of Presidents of Universities of Ontario (CPUO) to provide quality higher education for all qualified students. This document presents a review of the activities of the CPUO prior to 1966, a discussion of the highlights of developments that took place in 1966-67, and a brief review of publications of the CPUO. Discussions include the development of the Commission on Post-Secondary Education, library resources, admission to a university, teacher education, computer services, educational finance, and student concerns including aid, governance and housing. (HS)

ED 069 244 HE 003 570

The Structure of Post-Secondary Education in Ontario. Supplementary Report No. 1 of the Committee of Presidents of Provincially Assisted Universities and Colleges of Ontario.

Committee of Presidents of Province-Assisted Universities and Colleges, Toronto (Ontario).

Pub Date Jun 63

Note—31p.

Available from—The University of Toronto Press, Toronto, Ontario, Canada (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Higher Education, *International Education, *Post Secondary Education

This document discusses the development of post-secondary education in Ontario from 1870 to 1963 with particular emphasis on the postwar expansion that took place after 1945. In addition, the present and future of the Ontario education systems are discussed, specifically as related to university education, teacher education, secondary education, technological education and adult education. (HS)

ED 069 245 HE 003 571

From the Sixties to the Seventies: An Appraisal of Higher Education in Ontario.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Jun 66

Note—109p.

Available from—The University of Toronto Press, Toronto, Ontario, Canada (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, Educational Finance, *Educational Planning, Enrollment Trends, *Higher Education, *International Education, Regional Planning

The Research Committee of the Committee of Presidents of the Provincially Assisted Universities of Ontario was charged in 1966 with preparing a study of university development in the 1970s. The first section of this report contains a description of university expansion in Ontario between 1962 and 1966. The remaining chapters set out in broad terms the probable scale of further expansion required in the years immediately beyond 1970 and identify the major problems to be faced as the universities and the

Ontario government prepare for the future. In addition, tables and charts are presented that give undergraduate and graduate enrollment figures and projections and educational finance information. (Author/HS)

ED 069 246 HE 003 573

Payton, L. C.
Post-Doctoral Education in the Ontario Universities 1969-70.

Council of Ontario Universities, Toronto.

Pub Date Mar 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Graduate Students, *Graduate Study, *Higher Education, *International Education, *Student Characteristics

This document presents the results of a comprehensive study of post-doctoral education in Ontario. Some of the findings include: (1) almost 60% of the post-doctoral students were in the physical sciences, 21% in the life and health sciences, 15% in the mathematical sciences and engineering, and only 3.4% were studying in the humanities and social sciences; (2) for most of the post-doctoral students there was not significant lapse of time between receipt of the PhD and the commencement of the post-doctoral appointment; (3) about 26% of the Ontario post-doctoral students came from Asia, 25% from the United Kingdom, 19% from Europe, 12% from Canada, and 10% from the United States; (4) 89% of the post-doctoral students implied that research was their reason for accepting the appointment and 11% had taken the appointment as temporary employment; and (5) the average value of the annual stipend paid to post-doctoral students in 1969-70 was \$7,335. (HS)

ED 069 247 HE 003 574

Total Revenue and Expenses for Provincially-Assisted Universities of Ontario for the Fiscal Year Ended June 30, 1971.

Council of Ontario Universities, Toronto.

Pub Date [72]

Note—87p.; Report 72-2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Financial Support, *Higher Education, *Income, *International Education, *Operating Expenses, *Statistical Data

Presented in this document are the financial data for the provincially assisted universities of Ontario for fiscal year 1971. The data are presented by: (1) total operating expenses by object of expense and functional area; (2) total expenses by type of fund and object of expense; (3) total revenue by source of revenue and type of fund; (4) percentage of operating expenses by object of expense and by university; (5) percentage of operating expenses by functional area and by university; (6) percentage of analysis of total expenses by type of fund and by university; (7) percentage of operating revenue by source and by university; and (8) percentage of analysis of total revenue to each fund type by university. (HS)

ED 069 248 HE 003 575

Pettipiece, H. W.

Ontario Universities' Application Centre. A Study of the Needs and Design of a Centre for Applications for Admission to the Universities of Ontario.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 30 Apr 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *Higher Education, *Interinstitutional Cooperation, *International Education, *Placement, *Regional Planning, *Student Application

In 1971 the registrar of the University of Guelph was authorized to assess possible need for and to design an application center for admission to Ontario universities. The study had as its terms of reference the following: (1) to analyze the needs of the universities, the students, and the Department of University Affairs in respect of undergraduate admission procedures to universities in Ontario; (2) to describe a set of precise objectives for a clearinghouse for admissions; and (3) to describe the characteristics and design of a clearinghouse to meet the needs including an estimate of costs. This document presents the second report on the need for a central application center for Ontario universities. (Author/HS)

ED 069 249 HE 003 576

Financing University Programs in Education. Report on the Special Study of Requirements for the Formula Financing of Education Programs in Ontario Universities.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Mar 71

Note—73p.; CUA/COU Joint Subcommittee on Finance/Operating Grants

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *International Education, *Teacher Education

In recent years, the teachers colleges in Ontario have been integrated into the university systems, and it is anticipated that within a short period of time all teacher education programs will be handled through the universities. This addition to the responsibilities of the universities requires that the funding formula used by Ontario universities be revised to include teacher education expenses. This special study on financing of programs in education at Ontario universities includes discussions of the transition to formula financing; planning for teacher education in the seventies; cost implications with relation to salaries, curriculum matters, and practice teaching; and the funding of graduate education programs. (SH)

ED 069 250 HE 003 577

Participatory Planning: Fifth Annual Review, 1970-71.

Council of Ontario Universities, Toronto.

Pub Date 71

Note—95p.; Review 71-15

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Development, *Higher Education, *Interinstitutional Cooperation, *International Education, *Regional Planning

This document presents a review of the activities of the Council of Ontario Universities during academic year 1970-71. Topics discussed in the booklets include information systems, funding formula for the universities, university relations with government, university expansion, graduate education development, engineering education development, interinstitutional cooperation efforts, and financial support for the universities. (HS)

ED 069 251 HE 003 578

Survey of Citizenship of Graduate Students Enrolled in Master's and Doctoral Degree Programmes at Ontario Universities in 1969-70 (With Comparative Statistics for 1968-69).

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 11 May 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Students, *Graduate Students, *Higher Education, *International Education, *Student Characteristics

Presented in this document is a series of tables dealing with the nationality of graduate students attending universities in Ontario. The data are arranged by: (1) citizenship of graduate students of all disciplines for all universities; (2) citizenship of doctoral students of all disciplines for all universities; (3) citizenship of master's students of all disciplines for all universities; (4) country of origin of non-Canadian graduate students; (5) summary of gross citizenship distribution of graduate students by discipline; (6) gross citizenship distribution of graduate students by discipline; (7) citizenship of full-time and part-time doctoral students by discipline; (8) citizenship of full-time and part-time master's students by discipline; (9) gross citizenship distribution of graduate students by university; and (10) citizenship of full-time and part-time doctoral students by university; and (11) citizenship of full-time and part-time master's students by university. (HS)

ED 069 252 HE 003 579

Final Report and Recommendations on Regional Computing Centre Development.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Mar 69

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, *Computer Programs, *Computer Storage

Devices, *Higher Education, *International Education, *Regional Planning

The Draft Report of the Joint Ad Hoc Subcommittee on Regional Computing Centres of the Committee of Presidents of Universities of Ontario made a tentative recommendation that a regional computer center should be developed for the use of Ontario universities. However, on further investigation it was found that such a computer center would be financially unfeasible at the present time. Thus, the subcommittee recommends that the Ontario universities establish a full-time Computing Coordination Group to study alternate computer possibilities, such as the use of commercial facilities, and to ensure that information relating to computer technology is distributed to all Ontario universities. (HS)

ED 069 253 HE 003 580

Brief of the Structure and Operation of the Operating Grants Formula for the Provincially-Assisted Universities of Ontario 1967-68 through 1969-70.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date [68]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *International Education, *Operating Expenses, *Regional Planning

The Operating Grants Formula of the Provincially-Assisted Universities of Ontario has as its purpose to provide an objective mechanism for determining the share of the total Provincial operating grant to be allocated to each university. Use of the formula for such distribution presupposes that the amount available will be sufficient, together with other major sources of income, to enable the university system to continue to function at least at its present level of excellence. This document presents a discussion of the structure and operation of the formula, some changes to the formula, some effects of operation of the formula, and some possible future developments in the formula. (Author/HS)

ED 069 254 HE 003 581

A Comparison of the Costs of Building Elements Related to Design Requirements for Selected University and Non-University Buildings in Ontario. Volume 4.

Council of Ontario Universities, Toronto.

Pub Date Jul 72

Note—254p.; Report of the Task Force on Building Costs, Report 72-12

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Buildings, *College Buildings, *Cost Effectiveness, *Educational Economics, *Higher Education, *International Education

The Committee on Capital Financing of the Council of Ontario Universities set up the Task Force on Building Costs in June 1971 to analyze in detail comparative building cost data. The first phase of the study involved describing and comparing in detail the initial costs and design requirements of a group of university and non-university buildings. The second phase is to investigate long-term cost and performance factors, including costs of maintenance and operation, and the effectiveness of the buildings in use. This report covers only the first phase of the study, the specific objectives of which were: (1) to develop an understanding of the components of cost in university and non-university buildings; (2) to develop and utilize a methodology that will enable the ready comparison of components of cost; and (3) to provide the necessary descriptive information so that a cost/design comparison might be undertaken. Also included is an extensive supplement that contains the elemental cost analysis and performance and statistical data on which the report is based. (Author/HS)

ED 069 255 HE 003 582

Clark, Burton R. And Others

Students and Colleges: Interaction and Change. California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Oct 72

Note—333p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*College Students, *Higher Education, *Student Attitudes, *Student Characteristics, *Student Development

This is a study of differential student recruitment and of changes in student characteristics at 3 highly selective, distinguished liberal arts colleges; 3 church-related colleges; and 2 large public institutions. The findings indicate how students changed from institution to institution in relation to their characteristics at entrance. These characteristics included educational and vocational values; religious, political, and civic attitudes; personality characteristics; and intellectual disposition. Intellectual disposition was a construct and continuum in which one extreme represented broad intellectual and esthetic interests, theoretical orientation, and intellectual independence, and the other extreme represented a practical orientation, conventional and less flexible forms of thought, and lack of esthetic interests. The only statistically significant evidence of differential change in intellectual disposition was the percentage of students in one of the elite colleges who changed from a pronounced pragmatic to a pronounced theoretical orientation over the 4 years. The report of the study summarizes changes on the several scales of the Omnibus Personality Inventory and changes in attitudes and values. (Author/HS)

ED 069 256 HE 003 584
Collective Autonomy: Second Annual Review 1967/68.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 68

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Planning, *Higher Education, *Interinstitutional Cooperation, *International Education, *Regional Planning, *Shared Services

This document presents a review of the activities of the Committee of Presidents of Universities of Ontario during the academic year 1967-68. During that academic year, great progress was made toward increased interinstitutional cooperation and coordination, specifically in the areas of graduate level planning, shared library resources, common admissions procedures, teacher education, computer facilities, and educational television. In addition, a funding formula for the universities in the system was devised and ways to improve student life through student participation in university governance, undergraduate and graduate student financial support, and improved student housing facilities were implemented. (HS)

ED 069 257 HE 003 585
Payton, L. C.
Canadians Engaged in Post-Doctoral Studies in Other Countries 1969-70.

Council of Ontario Universities, Toronto.

Pub Date Feb 72

Note—14p.; Paper submitted to the Council of Ontario Universities for the study of post-doctoral education in the Ontario universities 1969-70

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Nationals, *Foreign Students, *Graduate Students, *Higher Education, *International Education, *Post Doctoral Education

In a previous study entitled Post-doctoral Education in the Ontario Universities 1969-70 (HE 003 573), the author showed that the majority of postdoctoral students in the Ontario universities in 1969-70 were not citizens of Canada. Upon finding this, the author determined to find out if a significant number of Canadian doctoral graduates continued their training via post-doctoral appointments, and if they did, where this training was taken. The only published statistics relating to this matter are for the U. S. for the academic year 1966-67, so data for 1969-70 are estimated by inferences from the limited data available. Presented are statistics related to Canadian post-doctoral students in the U. S. in 1966-67; test calculation of Canadian post-doctoral students in the U. S. in 1966-67; an estimate of Canadian post-doctoral students outside of Canada in 1969-70; and a calculation of Canadian post-doctoral students (originally from Ontario) outside Canada in 1969-70. (HS)

ED 069 258 HE 003 586
Aim and Objectives of Emerging Universities. Study Paper.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 24 Nov 69

Note—8p.; Report 70-11

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Educational Philosophy, Geographic Location, *Higher Education, *International Education, *Universities

This report is a response to the request that the 10 established universities in Ontario undertake to support the 4 emerging universities as full members of the university community. The major role of these 4 new universities is to provide general undergraduate programs on a level of quality comparable to that of established universities in Ontario. This emphasis creates problems for all in attracting and holding scholars who expect opportunities to supervise advanced students and conduct research, although Trent and Brock Universities will find it much easier to solve these problems in a short time because of their accessible geographic locations. Lakehead and Laurentian Universities, however, operate under the double disadvantage of distance and of location in slow growth economic regions. In order to achieve the legitimate goal of equality they must overcome regional inequalities of economic development and educational opportunity and expectation. If they are to succeed, the new universities need the active support and cooperation of other universities, and recognition from the Committee on University Affairs and the provincial government that additional help channelled to them can greatly assist in achieving regional economic and social development and genuine equality of educational opportunity. (Author/HS)

ED 069 259 HE 003 587
Citizenship of Academic Staff Within Discipline Groups by University 1969-70.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, *Foreign Nationals, *Higher Education, *International Education, *Professors

This document presents tables that indicate the citizenship of professors in Ontario universities during academic year 1969-70. The data are presented by discipline and by individual university. (Pages 7, 8 and 9 may be illegible.) (HS)

ED 069 260 HE 003 588
Undergraduate Student Aid and Accessibility in the Universities of Ontario.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Oct 70

Note—166p.; Report of the Subcommittee on Student Aid

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Youth, Economic Disadvantage, *Educational Opportunities, *Equal Education, *Financial Support, *Higher Education, International Education, *Student Costs, Universal Education

This document presents reports from the individual universities of Ontario on policies of undergraduate student aid and accessibility to the universities during the academic year 1969-70. In addition, it presents recommendations from the universities as to how student aid policies might be improved to increase equality of access. (HS)

ED 069 261 HE 003 589
Report to the Ontario Council on Graduate Studies of the Committee on Student Financial Support.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Aug 70

Note—70p.; Report 70-16

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Financial Support, *Graduate Study, *Higher Education, International Education, Program Evaluation, *Scholarship Funds, *Student Costs

In October 1969 the Ontario Council on Graduate Studies appointed a committee to study the operation of the Ontario Graduate Fellowship Program to date with a view to determining whether any changes should be recommended in its objectives, method of operation, scale and relation to other programs. It was found that the program has been strikingly successful in producing university and college staff for Ontario and Canada and also in providing the means to train in Ontario some of those specialists needed in an

increasingly complex society. It is recommended that the competition for the program be modified, specifically by awarding the bulk of the fellowships in a province-wide procedure with the awards portable within Ontario rather than tied to a specific university. For graduate students whose academic ability and promise do not justify scholarship support, a grant/loan scheme coupled with a limited opportunity for employment is recommended. In addition, it is recommended that awards through the program be increased from \$750 a term to \$800 a term in recognition of the increasing cost of living. (HS)

ED 069 262 HE 003 590
Survey of Employment of Ontario Ph.D. Graduates - 1964-69.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Dec 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, *Doctoral Degrees, *Employment Statistics, *Higher Education, International Education, *Occupational Surveys

The data in this survey were collected by the Ontario Council on Graduate Studies during the summer and fall of 1969 in order to permit an evaluation of the employment pattern of the recent Ph.D. graduates. For each person who had graduated with the Ph.D. in the calendar years 1964-68 and in the spring of 1969, a questionnaire was sent to the student's supervisor or to his department. The results of this questionnaire are deemed to be highly accurate. The first 7 tables presented offer data concerning the citizenship of Ph.D. graduates, and the remaining 18 tables offer data relative to employment of Ontario Ph.D.'s in the fall of 1969 and to immediate post-graduation employment. A supplement printed in January 1971 presents tables that show immediate post-graduation employment of Ph.D.s following the Autumn and Spring Convocation of Ontario universities, 1969-70. (HS)

ED 069 263 HE 003 591
Report of the Task Force on Computer Charging. Computer Co-ordination Group, Ottawa (Ontario).

Pub Date Jan 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Cooperative Planning, *Higher Education, *Interinstitutional Cooperation, International Education, *Shared Services

The objectives of the Task Force on Computer Charging as approved by the Committee of Presidents of Universities of Ontario were: (1) to identify alternative methods of costing computing services; (2) to identify alternative methods of pricing computing services; (3) to develop guidelines for the pricing of computing services; (4) to identify alternative budgetary procedures for financing computing services; and (5) to examine the conditions under which a university could sell computing services to another university. The Task Force recommendations include: (1) that the universities adopt a full costing procedure to identify clearly the cost of providing computing services; (2) that the universities adopt pricing schemes that recover the full cost of all of the services; (3) that the universities establish budget line items for computing in departmental budgets; (4) that the universities permit the budgets for computing centers to be carried over from year to year to allow adjustment to the user needs; and (5) that universities with temporary excess capacity in computing services be encouraged to sell to universities who are temporarily short of these services. (HS)

ED 069 264 24 HE 003 642
The Educational Development Officer: Role, Tasks and Training.

National Lab. for Higher Education, Durham, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—NLHE-Res-Monogr-3

Bureau No.—BR-6-2556

Pub Date 72

Contract—OEC-2-7-062556-3079

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Education, Administrator Role, *Change Agents, *Educational Change, *Educational Development, Educational Improvement, *Higher Education

This monograph presents concisely the case for both the concept of establishing a full-time Educational Development Officer (EDO) or change agent on the university of college campus and the means developed by the National Laboratory for Higher Education (NLHE) for translating that concept into reality. Defining the role of the EDO, analyzing his tasks and required skills, and developing an appropriate training program are discussed in the booklet. A bibliography is included. (HS)

ED 069 265 24 HE 003 648

Hefferlin, JB Lon And Others

Inventory of Current Research on Postsecondary Education 1972. A Guide to Recent and Ongoing Projects in the United States and Canada.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0248

Pub Date 72

Contract—OEC-6-10-106

Note—306p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Research, *Educational Researchers, *Higher Education, International Education, *Post Secondary Education, *Research

This book contains references to nearly 1,130 research projects either currently underway or recently completed in the United States and Canada on education beyond the high school level. The references are numbered and listed alphabetically by the name of the researcher involved, and an index lists the references by topic. (Author/HS)

ED 069 266 HE 003 651

University-Urban Interface Program Phase IV. Progress Report 1 (July, 1972-September, 1972).

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0725

Pub Date Sep 72

Grant—OEG-29-480725-1027

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, *Community Services, *Higher Education, *School Community Programs, School Community Relationship, *Urban Universities

This document is a progress report of the University-Urban Interface Program at the University of Pittsburgh, a program of university involvement in community activities. The introduction concerns the progress made in data collection, analysis, and presentation of results. The second section deals with the progress and outcomes of various minority and community services offered by the University; section three discusses campus development as related to the program; and the fourth section discusses the project designed to improve communications between the university and the community; the fifth section analyzes the long-range Pittsburgh goals project; and the sixth section reviews the university governance for community relations project. (HS)

JC

ED 069 267 JC 720 252

Blai, Boris, Jr.

Capstone Survey (Mail Questionnaire Returns).

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Dec 72

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Age, Alumni, College Faculty, College Students, Data Analysis, Females, *Information Seeking, *Junior Colleges, Junior College Students, Males, Parents, *Questionnaires, Research, *Response Mode, *Surveys
Identifiers—*Capstone Survey

The responses of some 30 two-year colleges in the northeastern United States to a 13-item questionnaire survey relating to percentage of responses for various types of mail questionnaires are summarized. Results of the survey show that maximum returns might be anticipated from a forced-choice questionnaire among identified administrators, with higher returns from females than males within the 25-40 age group, obtained between the months of October-December. Faculty was found to be the second most responsive group, with "professional colleagues" third and students fourth. On the average, parents, alumni, and males respond only about half of the time to mail questionnaires. A number of responses indicated that persistent follow-ups are necessary. An example of precision follow-up by one survey respondent is included. (This paper might be of help to those who conduct or plan to conduct mailed surveys.) (DB)

ED 069 268 JC 720 253

Gilley, J. Wade Tollefson, Terrence A.

Products and Productivity: A Perspective on Learning.

National Lab. for Higher Education, Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavioral Objectives, *Community Colleges, Inservice Teacher Education, Instructional Innovation, Instructional Systems, Post Secondary Education, Program Descriptions, *Program Development, *Program Evaluation, Student Attitudes, *Systems Approach, Teacher Attitudes, *Teaching Techniques

Identifiers—Virginia, *Wytheville Community College

The implementation and results of a project to optimize the learning program at Wytheville Community College are discussed. A systems approach to instruction was selected as the best method of assuring continuing improvement of the teaching/learning process, the productivity of the college, and, ultimately, the long-range goals of the college. An essential element of the project has been in-service training of the instructional staff. The program is described in relation to the following: Systems Approach to Instruction—A Definition; Developing the Program; The Instructional Program; Program Evaluation—Administrative; Student Accomplishment and Response—Program Evaluation; Improved Products and Productivity—An Evaluation; and The Future. (DB)

ED 069 269 JC 720 254

Another Step Toward Accountability. Measurable Institutional Objectives 1972-73: Objectives and Achievements.

Mount San Jacinto Coll., Gilman Hot Springs, Calif.

Pub Date 10 Oct 72

Note—95p.

Available from—Multi Media Office, Mt. San Jacinto College, P.O. Box 248, Gilman Hot Springs, California 92340 (\$7.50)

Document Not Available from EDRS.

Descriptors—Community Services, Course Objectives, Educational Accountability, *Educational Objectives, Instructional Improvement, Junior College Students, Measurement Goals, *Physical Education, Program Descriptions, *Program Evaluation, Psychology, Sociology, Stenography, *Student Personnel Services, Typewriting, *Vocational Education

Both measurable and unmeasurable institutional objectives of Mount San Jacinto College for the year 1972-73 are provided in this report. The Currently Unmeasurable Objectives, Section I of the report, are presented in a two-column format: (1) Currently Unmeasurable Objectives, and (2) How The Students Will Be Helped to Achieve These Objectives. Section II of the report is General Education Measurable Objectives, which shows in tabular format Courses Offered, Percent Students Persisted, GPA, Units Enrolled, and Units Achieved for 1971-72, as well as providing the same type of statistics for the predicted goal for 1972-73. Sections III and IV present unmeasurable and measurable objectives for General Education and Occupational Education, respectively. Section V concerns the Developmental Program (Reading Development

and Basic Skills in English). Unmeasurable and Measurable Objectives for Physical Education, Unmeasurable Objectives for Community Services, and Unmeasurable and Measurable Objectives for Student Personnel are provided in Sections VI through X. Section XI concerns Increasing the Effectiveness of Instruction; Section XII is the Superintendent's Recommendation to the Trustees; and Section XIII is the General Output for College. An appendix presents Measurable and Currently Unmeasurable Course Objectives as samples of descriptions of what students learn in order to earn "units." The four sections are: Principles of Sociology; Basic Psychology for Managers; Elementary Typewriting; and Elementary and Intermediate Shorthand. (DB)

ED 069 270 JC 720 255

Creamer, Don G. And Others

Human Development Instruction for Career Students in the Community College: An Exploratory Study.

El Centro Coll., Dallas, Tex.; Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Spons Agency—League for Innovation in the Community Coll., Los Angeles, Calif.

Pub Date Sep 72

Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Community Colleges, Counseling, Curriculum Guides, Data Collection, *Human Development, *Instructional Programs, Junior College Students, Literature Reviews, Participant Characteristics, Post Secondary Education, Research, *Student Personnel Services, Surveys, *Vocational Development, Workshops

Results of a project that included two surveys of existing student personnel instructional programs in community colleges across the nation and a State-wide workshop in the area of student personnel services (SPS) instructional programs are provided. The project report contains the following sections: I. Introduction; II. History of the Project; III. Project Objectives; IV. Rationale-Survey of the Literature; V. Results of Surveys; VI. Planning of Workshop; VII. Conducting the Workshop; VIII. Workshop Program; IX. Workshop Evaluation; and X. Conclusion—Project's Impact. Five appendices provide: Summary of Survey Instrument I, Summary of Survey Instrument 2, Materials Distributed at Workshop, Participants' Plans for Action, and Participants' Evaluation. It is felt that this report should serve as a useful guide to any college wishing to develop or improve an instructional program related to SPS. (Several pages may be light.) (DB)

ED 069 271 JC 720 256

Lach, Ivan J.

A Study of Divisional Differences in a Community College Organization.

Pub Date Dec 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *College Administration, College Faculty, *Community Colleges, *Conflict Resolution, Educational Objectives, Educational Research, Evaluation Criteria, *Institutional Research, Junior College Students, Post Secondary Education, *School Organization, Statistical Analysis, Surveys

Identifiers—Differentiation Integration Continuity Theory

This study attempted to investigate the organizational differences which develop between various divisions of a community college as a result of specialization. The Lawrence and Lorach concepts of differentiation and integration were utilized in the analysis. The results obtained supported the conclusion that considerable differences existed between the administrative services divisions and the student personnel and instructional divisions on measures of formality of structure, interpersonal orientation, and goal orientation. The findings also confirmed that the divisions which have greater differences have more difficulty in working effectively with each other. (Author)

ED 069 272 JC 720 257

Deaver, Frank

Junior College Journalism in Alabama, Present and Future. With a Related Survey of Journalism Education in Alabama Senior Colleges and Universities.

Alabama State Dept. of Education, Montgomery. Pub Date Mar 71

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Colleges, *Curriculum Research, *Institutional Research, *Journalism, *Junior Colleges, Post Secondary Education, *Questionnaires, State Surveys, Statistical Data, Student Publications, Tables (Data), Teacher Qualifications, Universities

Identifiers—*Alabama, Florida, Georgia, Mississippi, Tennessee

Results are presented of an analytical study of journalism instruction in Alabama junior colleges, senior colleges and universities, State junior colleges in neighboring States; of student publications, their staffs and advisors on all Alabama campuses; and of regional and national norms for junior college journalism education as a pattern for definition of goals in Alabama. Questionnaires on journalism instruction were mailed to the 21 public and private junior colleges and to the 29 public and private senior colleges and universities in Alabama. The same questionnaire was sent to the State-supported junior colleges in the four adjacent states of Florida, Georgia, Mississippi, and Tennessee. A second questionnaire on student publications was sent to all junior and senior institutions in Alabama. All Alabama institutions responded to the first questionnaire, and all Alabama junior colleges and 24 of the senior institutions responded to the second questionnaire. Sixty tables present the response data. Results of the study, which relate to journalism programs in Alabama junior colleges only, show that junior college journalism education in Alabama is virtually non-existent. Of the 21 junior colleges, only 5 identified journalism as a course of instruction. Student publication production is, in every case, related to classwork. Only one school has more than one course identified in the catalogue, and in only one of the 5 colleges is the journalism instructor educated primarily in journalism. A number of recommendations are made with respect to State-wide definition, journalism curriculum initiation, journalism curriculum, faculty, and "terminal" courses. An appendix presents a resolution of the Junior College Journalism Association. (DB)

ED 069 273

JC 720 258

Blai, Boris

Two-Year College Faculty Attitudes: Innovation Readiness (A Parallel-Perceptions Inquiry).

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Nov 72

Note—11p.; Institutional Research Report 72-38

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *College Faculty, Community Colleges, Comparative Analysis, Dissent, Educational Innovation, Educational Research, *Innovation, Junior Colleges, *Questionnaires, Readiness, *Teacher Attitudes

The extent to which faculties at public and private two-year college are in a state of readiness for professional innovation is explored. A case study of faculty attitudes toward innovation for the faculties of Harcum Junior College and Harrisburg Area Community College was evaluated. A set of 12 items were developed which included 5 areas of concern to two-year college educators. Individuals were asked to respond to each item by checking among the following the one of five responses which best represented their opinions: 1 = strongly agree; 2 = mildly agree; 3 = neutral; 4 = mildly disagree; 5 = strongly disagree. For the first 10 items in the questionnaire, responses could be viewed as a continuum ranging from "Acceptance of innovation" to "Orientation to traditionalism". The last two questionnaire items provided information about faculty feelings toward their backgrounds for and college support for instructional research. Results of answers include: (1) The highest vote for traditionalism was offered by Harcum in connection with student dress; the lowest, also recorded by Harcum was in connection with student dissent; for in this latter category Harcum opted for the highest "innovation" vote. (Author)

ED 069 274

JC 720 259

Bleil, David F., Jr.

The Graduates 1970: A Follow-up Study of the Students who Graduated from Montgomery Community College in 1970.

Montgomery County Coll., Rockville. Office of Institutional Research.

Pub Date 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Community Colleges, Employment Services, *Employment Statistics, *Followup Studies, Higher Education, Job Satisfaction, *Transfer Students, Vocational Followup

Identifiers—*Montgomery Community College

A report of the status of those Montgomery Community College students who received their Associate Arts degree in 1970 is presented. This report is a facet of a 10-year follow-up program of Montgomery College graduates. In 1970 the majority of Montgomery Community College graduates who continued their education transferred to the University of Maryland. However, a large number of students transferred to schools in 22 states or U. S. territories, and two countries. Montgomery County Public Schools were the source of over two-thirds of all the graduates. The remainder were either non-residents or immigrants. The typical career-oriented graduate was 21 years old, earned a cumulative grade point average of 2.68, and was employed within four months after graduation. His counterpart was transfer-oriented, 22 years old when he graduated, earned a grade point average of 2.60, and enrolled full-time in a four-year institution the fall after graduating from Montgomery. It appears that the College does not provide effective placement services for graduates; however, students are able to secure jobs through other means and job satisfaction was indicated by a majority employed. The mission of the College is often described in terms of "transfer" and "career." From the results of this study it appears that those graduates who plan to transfer are able to enroll in the college or university of their choice with a minimum of credit loss. At the same time career-oriented students either have a job at the time they receive their Associate Arts degree or obtain employment soon after graduation. The study suggests that there are perhaps some services which could be provided by the College in the area of graduate placement. (Author/CK)

ED 069 275

JC 720 260

Hawaii State Senior Center—Third Annual Report.

Hawaii State Senior Center, Honolulu.

Spons Agency—Hawaii Univ., Honolulu. Honolulu Community Coll.

Pub Date Jun 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Community Health Services, Counseling Services, Creative Activities, Educational Programs, Evaluation, Financial Support, Leisure Time, *Older Adults, *Retirement, *Senior Citizens, Statistical Data, Surveys

Identifiers—Hawaii

The Third Annual Report of the Hawaii State Senior Center is presented. It depicts a story of continued expansion of diversified services to the senior citizens of Oahu. Each month, on the average, 209 persons visited the Center for an annual total of 62,034 visits. Regular membership is 1,040. Discussions have been held concerning the need for additional centers, exploring also the nature of their operation and funding. New patterns of health education and services, educational programs, outreach to the confined elderly, and instruction of workers have been explored. Counseling and leisure time activities for the pre-retirement group, preparing them for creative and rewarding retirement, seem to be emergent needs. Present estimates are that 10% of the population is between 50 and 65 in Hawaii. This annual report includes the Center Chairman's Report, an Analysis of Program Changes, Statistics to Assess Attainment of Project Objectives, Findings of the Third Participation Evaluation Survey, and Report of Pre and Post Evaluation of participants. (For Second Annual Report, see ED 065 120.) (Author/CK)

ED 069 276

JC 720 261

Brooks, Walter

Nor Cal Research Group Vocational Education Study: A Field Study To Determine Characteristics of Most Successful Vocational Education Programs.

Northern California Community Colleges Research Group.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 30 Sep 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication (Thought Transfer), *Community Colleges, *Conferences, Data Analysis, *Field Studies, Hypothesis Testing, Interviews, Program Evaluation, Projects, *Questionnaires, Tables (Data), Techniques, *Vocational Education

Identifiers—*Delphi Technique

A field study to describe common characteristics of three "most successful" vocational programs in each participating northern California community college is presented. The study was divided into distinct phases. In Phase I, a procedure for identifying three "most successful" programs on each college campus was developed and implemented. In Phase II, characteristics of "successful" differences. The technique used in Phase I is the Delphi technique, which is a means of structuring communication to overcome these detrimental effects of open communication. Phase I began with a project planning conference whose primary objectives were to acquaint college representatives with the objectives of the study, to make necessary modifications in the plan, and to enlist local college support for the field study. In all cases, agreement between Delphi panels was sufficient to identify three programs which met the project definition of success. In Phase II of the study, a questionnaire was developed and administered in a standardized interview of first-line administrative personnel of successful and "other" vocational education programs. Hypotheses tested were: (1) Vocational programs identified by Delphi panels as most successful have common identifiable characteristics; and (2) Vocational programs identified by Delphi panels as most successful differ from "other" programs in program characteristics. The essential results of the Phase II questionnaire are shown in tabular form. (CK)

ED 069 277

JC 720 262

Occupational Outlook: Montgomery and Prince Georges Counties. A Forecast of Training Requirements for Occupations Which Will Hold Promise in the Next Five Years.

Maryland State Dept. of Employment and Social Services, Baltimore. Employment Security Administration.

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.20

Descriptors—Business, *Community Colleges, *Data Collection, *Educational Needs, *Employment Opportunities, Industry, Occupational Information, *Prediction, Questionnaires, Tables (Data)

Identifiers—*Maryland, Montgomery County, Prince Georges County

The results of a Manpower Needs Survey Conducted to discover the job opportunities available in two Maryland counties for the trainee or graduate of a community college is presented. The information presented was obtained from employers in Montgomery and Prince Georges Counties who were mailed questionnaires in February 1971. The sample of firms selected to receive a questionnaire was chosen from a universe consisting of: (1) all establishments covered by the Maryland Unemployment Insurance Law, and (2) Nonagricultural firms in noncovered industries. The questionnaire listed 90 occupations in such broad occupational areas as business, data processing, health, service, technical, trades and industrial. For each occupation the following information was requested: (1) number of workers currently employed as of the pay period including February 12, 1971, and (2) expected future employment in the occupation in February 1973 and February 1976. The information concerning occupational needs provided by the reporting employers was tabulated by major industrial categories and by size class within these categories. (Author/CK)

LI

ED 069 278

LI 003 939

Norman, Ron

Nebraska's Information Network: A State of the Art Survey.

Pub Date 70

Note—10p.; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Dissemination, Information Needs, *Information Networks, Libraries,

State of the Art Reviews, *State Programs, Telecommunication, Union Catalogs
Identifiers—*Nebraska

No library in Nebraska can be self-sufficient; and, what Nebraska badly needs is a pool of knowledge, a total information source. Nebraska's problem is how to make information in one part of the state available to a user in another part. A parallel problem is how to make this information available as quickly as possible. The requirements for a library system are: (1) a storage mechanism, (2) an orderly means for getting at the information and (3) rapid retrieval and dissemination. These requirements are fulfilled in Nebraska by (1) its libraries, (2) the Nebraska Union Catalog, and (3) the use of telecommunication equipment. This information network is considered to be an efficient one, and those in charge of its operation have shown a willingness to continually re-evaluate the system and to expand the network beyond its present limits whenever the opportunities arise. (Author/SJ)

ED 069 279 **LI 003 940**

An Annotated Bibliography of Adult Basic Education and Related Library Materials.

Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Spons Agency—Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date Sep 72

Note—108p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Annotated Bibliographies, Books, Library Collections, *Library Materials, Reading Level

There is a great need for very easy reading materials, equivalent in reading level to first and second grades but adult in subject matter and illustration for adult basic education students. This annotated bibliography is designed to be an easy guide to suitable materials for adult educators and librarians for use by students in adult basic education. The entries are grouped under fiction and nonfiction titles. The full bibliographic citation, reading level, annotation and evaluation of the item are given for each entry. There is an author index and a title index. (SJ)

ED 069 280 **LI 003 941**

Library Laws of Texas.

Texas State Library, Austin.

Pub Date 72

Note—95p.:(0 References)

Available from—Texas State Library, Field Services Division, Texas Archives and Library Building, Box 12927, Capitol Station, Austin, Texas 78711

EDRS Price MF-\$0.65 HC-\$5.29

Descriptors—Archives, County Libraries, *Librarians, *Libraries, *State Laws, State Legislation, State Libraries
Identifiers—*Texas

This pamphlet is intended to be nothing more than a compilation of the statutes of Texas dealing with libraries and librarians. It is for the convenience of those connected with or interested in libraries and is not meant to be relied upon to settle complex legal issues. The present publication is an expansion and revision of an earlier compilation done in 1968. The staff of the Texas State Library has had the assistance of the Legislative Reference Library in bringing out this new publication. (Author)

ED 069 281 **LI 003 942**
Reading Research Utilization Project, Interim Report.

District of Columbia Public Schools, Washington, D. C. Research Information Center.

Pub Date Sep 72

Grant—OEG-0-71-3720

Note—122p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Automation, *Change Agents, Educational Research, *Information Centers, Information Dissemination, Information Needs, *Information Services, Program Descriptions, Public School Systems, *Reading Research, School Libraries, Teachers

Identifiers—District of Columbia School System, *Educational Extension Agents, Field Agents, Linkers

The focus of the study is upon the process of translating research into educational practice at the instructional level in the D.C. Public School

System. The project will meld central research capabilities and resources of the system with the needs of key field personnel—teachers, principals, librarians, reading specialists—in 16 target elementary schools. Emphasis in the initial project will be in the area of reading. To effect the link between resources and practitioner, a liaison researcher, serving as an active communication link or interface, will be employed. A survey instrument will be designed to identify and define specific research problems and needs related to reading in the target schools. Information from an established data bank on teachers, pupils, schools and programs for the same schools will supplement survey findings. One goal of the project is to make target personnel more knowledgeable about research findings and how these findings may be utilized in their day to day teaching and supportive activities. A second goal is to provide information to local schools for the development of programs. At present, these local schools lack information resources and thus experience difficulty and frustration in establishing these programs. (Author)

ED 069 282 **LI 003 943**

Stump, Ron, Ed.

Iowa Library Information Teletype Exchange Regulations and Operational Techniques, A Manual for Library Administrators and TWX Operators.

Iowa State Traveling Library, Des Moines. Centralized Library Automation Service System.

Pub Date 71

Note—53p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interlibrary Loans, Library Automation, Library Circulation, Library Cooperation, *Library Networks, *Library Reference Services, Manuals, *Telecommunication, *Telephone Communication Systems

Identifiers—I LITE System, Iowa Library Information Teletype Exchange, *Teletype, TWX System

There has long been a need for closer communication among Iowa libraries, particularly among the ten regional centers developed under the Iowa State Plan of Library Development. A method of fast written communication among certain key libraries, formed into an operating system, would provide a means of developing all the libraries in the state that wished to cooperate with others in providing better service to their patrons. With the decision at the state level to begin statewide implementation of subject specialization, and the increasing need to develop a more efficient interlibrary loan system, it was apparent that some kind of modern communications system was called for. A decision was made by Miss Ernestine Grafton, State Librarian, in the fall of 1969 to begin a teletype network. In October of the same year, eleven libraries were interconnected on universal exchange of the Northwestern Bell Telephone TWX System. This manual is specifically designed to facilitate use of this system in participating libraries. (Author)

ED 069 283 **LI 003 947**

Gross, Sarah Chokla

Planning a School Book Fair.

Children's Book Council, New York, N.Y.

Pub Date 70

Note—24p.:(0 References)

Available from—Children's Book Council, 175 Fifth Ave., New York, N.Y. 10010 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Books, Childrens Books, *Merchandising, School Activities
Identifiers—*Book Fairs

Everything needed to know about putting on a school book fair is presented in this volume. The information is based on explicit incidents and experiences from the oldest continuous annual PTA book fair in America at Marion Street School in Lynbrook, New York. The following aspects are discussed: the point of a fair, where to hold it, setting the date, decorations and a theme, planning a program, visiting hours, personnel needed, selecting books, ordering and receiving books, selling books, and what to do after the fair. (SJ)

ED 069 284 **LI 003 948**

International and National Organizations, Proceedings: International Federation for Documentation Study Committee "Information for Industry" - FID/II. Meeting Held in the

Framework of the ISLIC International Conference on Information Science, Tel Aviv, Sept. 3, 1971.

Israel Society of Special Libraries and Information Centres, Tel Aviv.

Pub Date 72

Note—34p.:(0 References); Contributions to Information Science, No. 6

Available from—Israel Society of Special Libraries and Information Centres, P.O. Box 20125, Tel Aviv, Israel (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Committees, Conference Reports, *Industry, *Information Science, Information Services, International Organizations, International Programs

The material published here was presented at an open meeting of the International Federation for Documentation study committee, Information for Industry (FID/II) during the ISLIC International Conference on Information Science on September 3, 1971. (The full proceedings in two volumes are available as ED 065139 and ED 065140.) Contained herein are presentations by representatives from the United Nations Industrial Development Organization, South Africa, Norway, Canada, Denmark, United Kingdom, the Netherlands, Israel and the FID/II Chairman. The terms of reference for the study committee include: information needs of industry including scientific, technical, commercial, economic, behavioral and managerial information, and the organization and operation of information services both by and for industry. (Author/SJ)

ED 069 285 **LI 003 950**

Kuo, Franklin F.

Cranfield Conference on Information Retrieval.

Office of Naval Research, London (England).

Report No.—ONR-C-R-28-71

Pub Date 10 Nov 71

Note—11p.:(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-734 388, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Automation, Conference Reports, Indexing, *Information Retrieval, Information Storage, *Information Systems, Libraries
Identifiers—*Cranfield Project

The Third Cranfield Conference on Mechanised Information Storage and Retrieval Systems was held on 20-23 July 1971 in Cranfield, England. The report describes a number of the key papers presented at this conference. (Author)

ED 069 286 **LI 003 951**

George, Ray L.

Automatic Selective Documentation Services.

Defense Documentation Center, Alexandria, Va.

Report No.—DDC-TR-71-4

Pub Date Mar 71

Note—104p.:(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-722 425, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Documentation, *Information Dissemination, Information Retrieval, *Information Services, Libraries, Microfiche, Use Studies

Identifiers—Current Awareness Systems, *Selective Dissemination of Information

User needs studies often present figures indicating that documentation services systems which rely on the mails are inherently incapable of effectively supporting more than half of all research and development tasks. In addition to investigating faster ways of transmitting information, DDC has also been developing and testing systems based on another approach: one of determining users' specific documentation requirements and automatically disseminating the needed documentation to the users' local libraries as soon as it becomes available. This general concept was applied to the selective dissemination of both report announcements and full text reports. Three different types of selective announcements, all produced on a regular semi-monthly basis, were developed and tested: (1) automatic bibliographies, (2) group announcement bulletins, and (3) selected announcements on magnetic tapes which could then be used as a basis for local SDI services. Selected reports were disseminated on the same semi-monthly basis as the

announcements, but in only one form—microfiche. (Author)

ED 069 287

LI 003 952

Altman, James W. And Others
Handbook of Methods for Information Systems
Analysts and Designers. Volume I - Basic Hand-
book and Appendix I. Final Technical Report.

Synetics Corp., Allison Park, Pa.
Spons Agency—Rome Air Development Center,
Griffiss AFB, N.Y.

Report No—RAD-TR-71-30

Pub Date Feb 71

Note—232p.:(34 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-725 782,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Storage Devices, *Data
Processing, Decision Making, Design, *Infor-
mation Retrieval, *Information Systems, Input
Output Devices, *Management Information
Systems, Man Machine Systems, Pattern
Recognition, *Systems Analysis

A generalizable procedure for the analysis and
design of information systems is described in the
context of allied and supporting data methods,
design assessment, and project management con-
siderations. This procedure follows from a view
of information systems development as a complex
series of goal-directed iterations, rather than a
well-ordered sequence of simple steps. In each
iteration, tentative design alternatives are
progressively narrowed, better defined, carefully
assessed, and revised until a workable, user-
responsive solution is operationally activated. The
analysis and design procedure is developed in two
forms: A comprehensive discussion of the basic
concepts, rationale, and constructive operations
supported by detailed flow diagrams; A sim-
plified, convenient working tool (TRACE), illus-
trated with two sample system design problems of
widely different complexity. (Volume II is re-
ported in LI 003953.) (Author)

ED 069 288

LI 003 953

Altman, James W. And Others
Handbook of Methods for Information Systems
Analysts and Designers. Volume II - Appendix
II TRACE. Final Technical Report.

Synetics Corp., Allison Park, Pa.

Spons Agency—Rome Air Development Center,
Griffiss AFB, N.Y.

Report No—RAD-TR-71-30

Pub Date Feb 71

Note—169p.:(0 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-725 785,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Storage Devices, *Data
Processing, Decision Making, *Design, Display
Systems, Information Retrieval, Information
Storage, Information Systems, Input Output
Devices, *Management Information Systems,
Man Machine Systems, *Systems Analysis

A generalizable procedure for the analysis and
design of information systems is described in the
context of allied and supporting data methods,
design assessment, and project management con-
siderations. This procedure follows from a view
of information systems development as a complex
series of goal-directed iterations, rather than a
well-ordered sequence of simple steps. In each
iteration, tentative design alternatives are
progressively narrowed, better defined, carefully
assessed, and revised until a workable, user-
responsive solution is operationally activated. The
analysis and design procedure is developed in two
forms: A comprehensive discussion of the basic
concepts, rationale, and constructive operations
supported by detailed flow diagrams; A sim-
plified, convenient working tool (TRACE), illus-
trated with two sample system design problems of
widely different complexity. (Volume I is re-
ported in LI 003952.) (Author)

ED 069 289

LI 003 954

Kam, Alan C. H.
UHTSS Library Management Yesterday, Today,
and Tomorrow.

Hawaii Univ., Honolulu.

Spons Agency—Air Force Office of Scientific
Research, Washington, D.C.

Report No—AFOSR-70-2886TR

Pub Date Nov 70

Note—85p.:(0 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-717 208,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Algorithms, *Data Processing, Elec-
tronic Data Processing, Information Systems,
*Libraries, *Management
Identifiers—*Project Themis

The report is a collection of internal reports
dealing with the library management. The
preliminary design details the anticipated system.
The structure of data base reveals the implemen-
tation scheme on an IBM 2314 Disk Facility.
Various algorithms are presented to document
the actual system conditioned by using XPL and
OS/MVT/HASP. Finally a detailed description of
the XPL program elaborates upon the modular
approach. (Author)

ED 069 290

LI 003 955

Klingbiel, Paul H.

Machine-Aided Indexing.

Defense Documentation Center, Alexandria, Va.

Report No—DDC-TR-71-3

Pub Date Mar 71

Note—152p.:(8 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-721 875,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automatic Indexing, *Electronic
Data Processing, *Information Processing, *In-
formation Retrieval, *Syntax

Progress is reported on the development of a
partial syntactic analysis technique for indexing
text. Although over 500,000 words of text have
been indexed, this report is limited to the analysis
of results at the 115,000 word level. There is the
expectation that the error rate of commission, the
selection of grammatically incorrect word
sequences, can be held to the 2 percent level.
Dictionary growth is reasonable. Computer
processing speeds are good. Original and revised
indexing subroutines are provided. Appendixes
provide samples of good index terms for each ac-
ceptable format in the format dictionary as well
as samples of incorrect word sequences. (The
progress report for the period January 1967-June
1969 is reported in ED 038159 and is available
from NTIS as AD 696200.) (Author)

ED 069 291

LI 003 956

Clark, David D. And Others

The Classroom Information and Computing Ser-
vice.

Massachusetts Inst. of Tech., Cambridge.

Report No—MAC-TR-80

Pub Date 11 Jan 71

Note—290p.:(0 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-717 857,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction,
Computer Programs, Computer Storage
Devices, *Data Processing, *Educational
Technology, *Information Systems, Instruc-
tional Materials, Programed Materials, Syntax,
Time Sharing

Identifiers—*Classroom Information and Com-
puting Service, CLICS

The report describes the Classroom Infor-
mation and Computing Service (CLICS), a peda-
gogical computer-based information system that is
used as a case study in the subject "Information
Systems" in the Dept. of Electrical Engineering at
M.I.T. CLICS is an abstraction of the Multiplexed
Information and Computing Service (MULTICS)
that is being implemented by Project MAC at
M.I.T. As such, it is an example of computer
utility. CLICS is derived from MULTICS by a
combination of simplifying the mechanisms of
MULTICS and removing some of its more exotic
features; and embodies research into ways to sim-
plify the mechanisms of MULTICS without
sacrificing service objectives. The report is a
specification of the hardware, control programs,
and system implementation language of the
CLICS system, as developed to date. The system
is specified in sufficient detail for students to
develop a structural as well as a functional un-
derstanding of its operation and mechanisms. As
the primary case study for an undergraduate sub-
ject, CLICS provides specific examples of the
complexities in a general purpose information
system, and methods of coping with them.
(Author)

ED 069 292

LI 003 957

Ivanova, I. S.

Problem of Automatic Thesaurus Construction (K
Voprosu Ob Avtomaticheskom Postroenii
Tezaurusu). Subject Country: USSR.

Army Foreign Science and Technology Center,
Charlottesville, Va.

Report No—FSTC-HT-23-431-71

Pub Date Aug 71

Note—14p.:(0 References)

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-730 175,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, *Computational Lin-
guistics, Dictionaries, *Digital Computers,
Foreign Countries, Statistical Analysis, *Thes-
auri, Translation

Identifiers—*Russia

With respect to automatic indexing and infor-
mation retrieval, statistical analysis of word
usages in written texts is finding broad applica-
tion in the solution of a number of problems. One
of these problems is compiling a thesaurus on a
digital computer. Using two methods, a compara-
tive experiment in automatic thesaurus construc-
tion is presented. (Author)

ED 069 293

LI 003 958

Benford, John Q.

Student Library Resource Requirements in
Philadelphia. Annual Report, Phase IV, June
15, 1971 - June 30, 1972.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—8-0519; 71-7602

Pub Date Sep 72

Grant—OEG-0-8-080519-4594(095); OEG-3-71-
0133

Note—77p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Demonstration
Projects, Information Dissemination, *Instruc-
tional Materials Centers, Libraries, Library
Acquisition, Library Material Selection, Library
Programs, Library Research, *Library Services,
Library Technical Processes, *Planning,
Resources, *School Libraries, *Students
Identifiers—Nonprint Media, *Philadelphia

Project operations in the 1971-72 year clearly
demonstrated the effectiveness of interagency
collaboration in the intensive work of planning,
establishing, and operation of the Action Library
Demonstration Center. The Action Library is
designed to effect maximum impact on inner-city
student library needs, attitudes, and skills. The
year covered by this report and its supplement
was one of major accomplishments from formula-
tion of goals to operation and evaluation of the
Demonstration Center. It included the following
major activities: formulation of explicit demon-
stration program objectives, and design of an
evaluation program to measure results keyed to
those objectives; selection and training of the
Demonstration Centers staff, including community
aides; formation and active functioning of the
Community Advisory Board; selection, leasing,
and refurbishing of a facility for the Demonstra-
tion Center; development and inauguration of
Action Library programs; selection, acquisition,
and processing of print and audiovisual materials
and equipment for the Center; conduct of a com-
munity survey, and other community information
and participation activities; opening, Dedication
and operation of the Center; evaluation and audit
of the initial stage of the Center's operations; and
carrying out a variety of communication and dis-
semination activities. (Other documents about
this project are: ED 097830, 097831, 060884,
060885, and LI 003959 and 003960.)
(Author/NH)

ED 069 294

LI 003 959

Benford, John Q.

Student Library Resource Requirements in
Philadelphia. Evaluation Report, Phase IV, June
15, 1971 - June 30, 1972.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—8-0519; 71-7602

Pub Date Sep 72

Grant—OEG-0-8-080519-4594(095); OEG-3-71-
0133

Note—165p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Demonstration Projects, *Evaluation, *Instructional Materials Centers, Libraries, Library Material Selection, *Library Programs, Library Research, *Library Services, Management, Objectives, *Planning, School Libraries, Students
Identifiers—*Philadelphia

Phase IV of the Student Library Resource Requirements Project had as its two main purposes: (1) the establishment of a student learning center demonstration, with the collaboration of school and public library organizations and to begin its operation and evaluation and (2) to expand the well-established interagency planning mechanism into other areas of high priority need. The project developed a set of 73 product, process, and management objectives. The major areas of change dealt with in the product objectives are: improvement of students' reading skills; improvement of students' attitudes toward libraries and library materials; improvement of work-study skills; and increase of their knowledge about their community and city, about current events, and black history and culture. During this period of operation the evaluation concentrated on process and management objectives. The major sources of data were project records, on-site visits, and interviews with project personnel. Forms were designed for the recording of attendance statistics, circulation statistics, and dissemination of information. (Other documents about this project are: ED 057830-057831, 060884, 060885, and LI 003958 and LI 003960.) (Author/NH)

ED 069 295 LI 003 960

Benford, John Q.

Student Library Resource Requirements in Philadelphia: Selected Materials Covering Joint Planning and Development of a Student Learning Center Demonstration. Supplement to Annual Report, Phase IV, June 15, 1971 - June 30, 1972.

Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—8-0519; 71-7602

Pub Date Sep 72

Grant—OEG-0-8-080519-4594(095); OEG-3-71-0133

Note—222p.(0 References)

EDRS Price MF-\$0.65 HC-\$8.87

Descriptors—Demonstration Projects, *Evaluation, *Instructional Materials Centers, Libraries, Library Material Selection, *Library Programs, Library Research, *Library Services, Library Technicians, Personnel, *Planning, School Libraries, Students
Identifiers—*Philadelphia

The following topics are discussed in this supplement: (1) project sponsorship and management, (2) planning for the demonstration action library, (3) establishing and operating the action library, (4) action library in action, (5) implementation of the evaluation plan and (6) dissemination. (Other documents about this project are: ED 057830-057831, 060884-060885, and LI 003958 and LI 003959.) (NH)

ED 069 296 LI 003 962

Chandrasekaran, B. Reeker, Larry H.

Artificial Intelligence - A Case for Agnosticism.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Report No—OSU-CISRC-TR-72-9

Pub Date Aug 72

Note—30p.(13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Artificial Intelligence, Computer Programs, *Computers, *Computer Science, Information Processing, *Intelligence, Linguistics, Machine Translation

Almost all of the published work on the philosophical question of mechanical intelligence has argued in favor of one or the other of the polarities of possible positions. It is however possible to take a position between these two extremes, those of the True Believer and the Infidel. While this agnostic position is not a strong position in the sense of having a good many logically compelling arguments in its favor, it gains its viability by virtue of the weaknesses in the polar alternatives. Although agnosticism concerning the possibility of artificial intelligence is believed to be a position held by many computer scientists, there has been no attempt to present this position in the literature. In an attempt to

remedy the situation, this report presents the agnostic's position regarding artificial intelligence. (Author/NH)

ED 069 297 LI 003 963

Hirschfeld, Lorraine G.

University of Michigan Medical Center Library: MEDLARS Cumulative Report 1966 - 1972.

Michigan Univ., Ann Arbor. Medical Center Library.

Pub Date 72

Note—9p.(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Electronic Data Processing, Information Retrieval, *Information Services, Interlibrary Loans, Library Reference Services, *Medical Education, *Medical Libraries, *Medical Schools, On Line Systems, Statistical Data, Tables (Data)

Identifiers—Medical Literature Analysis and Retrieval Systems, MEDLARS, *Midwest Regional MEDLARS Center, University of Michigan

The Midwest Regional MEDLARS Center in Ann Arbor, Michigan which was established in April 1966 and terminated in April 1972 is described. The Center implemented MEDLARS Demand Search service in December 1967. During its years of operation, the Michigan MEDLARS Center formulated and released 4,823 Demand Searches. The searches originated from: the University of Michigan, 60%; other universities and colleges in the state, 24%; other state institutions, 14%; and out of state requests, 2%. The salient features of the entire contract period July 1967-April 1972 are presented in the appended tables. MEDLARS users may still request computer-produced searches. These are currently formulated on MEDLINE at the Reference and Interlibrary Loan Section of the University of Michigan Medical Center Library. (Author/NH)

ED 069 298 LI 003 964

Simon, Ralph C.

A Delphi Approach to a Selected Book Retirement Policy.

Pub Date 72

Note—11p.(5 References); Paper presented at the American Society for Engineering Education Annual Conference, Lubbock, Texas, June 19-22, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, Information Centers, Information Retrieval, Information Storage, Libraries, Library Acquisition, Library Automation, Library Circulation, *Library Collections, *Library Material Selection, *Library Planning, *Policy

Identifiers—*Delphi Technique, Weeding

A solution to a perennial library inventory problem by the application of known and proven systematic techniques used in other non-library areas is proposed. The traditional and new approaches are briefly compared and explained while the actual planning and development are discussed with an eye toward producing as an ultimate goal the ideal information center which if fully realized would not have a book on its shelves. The feedback techniques described can be further enhanced by introducing or modifying existing automated routines. The statistics thus derived would greatly assist future library planning. By incorporating the expert knowledge of the specialists in the various areas of interest the librarian operating under the Delphi approach gains an insight infrequently realized that can lead to a more effective and efficient use of space and provide the patrons of a given library with the assurance that the material at their fingertips is of high relevance to their scholarly needs. (Author)

ED 069 299 LI 003 965

Young, Tommie M., Ed. And Others

The Child's Literary Heritage, Folk and Fairy Literature.

North Carolina Central Univ., Durham. School of Library Science.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 72

Note—58p.(0 References); A workshop for parents and students in the Early Childhood Library Specialist Program, School of Library Science, July 6-7, 1972 and follow-ups

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Interests, Childhood Needs, *Childrens Books, Early Childhood Education, *Folklore Books, Interpretive Reading, *Literature, Oral Communication, Parent Child Relationship, *Reading Material Selection, *Story Reading, Story Telling, Workshops
Identifiers—Early Childhood Learning Center, *Oral Literature

One of the goals of the Oral Literature Workshop was to point out to parents the "humanizing" experience that can be found in folk literature and to suggest some ways of using this literature in the lives and development of the child. This report of the Workshop contains: the workshop summary, reading aloud to children, some techniques for the story-reader, storytelling, a selected list of titles to be used with ages 3-5 and 5-7, national origins of selected folk literature, visual and auditory aids for oral literature, parent participation, and an inventory of children's literary background. The workshop ended with participants being alerted again to using a book to share an experience with a young child. (Author/NH)

ED 069 300 LI 003 966

Myhre, Martin

Oregon Public Libraries.

Oregon State Library, Salem.

Pub Date 72

Note—43p.(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, Community Role, Financial Support, Interlibrary Loans, Librarians, Libraries, *Library Circulation, *Library Collections, Library Facilities, *Library Material Selection, Library Services, Library Surveys, Microfilm, Paperback Books, Phonograph Records, *Public Libraries

Identifiers—*Oregon

A Survey of Oregon libraries was conducted to supply current background information on libraries. This information was needed for a long range plan to develop libraries in Oregon which is required by Public Law 91-600. In addition, the details about specific libraries are needed to evaluate applications for federal funds and to evaluate the effectiveness of the expenditures of funds in relationship to the whole library. The questionnaire covered: library building, library collection, circulation, interlibrary loan, the librarian and the community, quality of the books in the collection, and a sample of all materials circulated. This report is designed to summarize the findings of the survey and not to make recommendations for change in the library service of Oregon. (Author/NH)

ED 069 301 LI 003 967

Reddy, Ida, Ed.

Programmes for Children.

South Central Regional Library System, Hamilton (Ontario).

Pub Date 29 Sep 72

Note—76p.(385 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Activities, *Children, Childrens Books, Dramatics, Films, Foreign Countries, Hobbies, *Library Programs, Library Services, Music Activities, Story Telling, Theater Arts
Identifiers—*Canada

The library programs for children discussed in this report include: a suggested program for an art club, creative drama, film programs, hobby times, music programs, puppet programs, storytelling, and programs for special days and special events. A list of resource materials to support these programs is also included. (Author/NH)

ED 069 302 LI 003 968

McCallum, John D.

Serials for Information Services; Report on a Survey to Examine Current Subscriptions of the Major Libraries of the Midwestern Regional Library System to a Selected List of Indexed Serial Titles.

Midwestern Regional Library System, Kitchener (Ontario).

Pub Date 72

Note—64p.(4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, Indexes (Locators), *Information Services, *Library Collections, Library Material Selection, Library Networks, Library Reference Services, Library Surveys, *Periodicals, Public Libraries, *Regional Libraries, *Serials

Identifiers—*Canada, Midwest Regional Library System

In 1971 the Board of the Midwest Regional Library System authorized a study of the periodical collections of the major public libraries, the three universities, and one community college within the Region. It was felt that the study would have immediate implications for the Regional library's developing "Information Services Program," and would also be beneficial to the public libraries in general by making the composite checklist of periodical titles available to libraries that might wish to match their holdings against this list comprising titles from a dozen selected periodical indexes. The project carried through the spring and summer months of 1972, and a preliminary synopsis of the survey's findings was presented at the first fall meeting of the Professional Advisory Committee, which consists of the chief librarians of the public libraries involved in the survey. This is the final report of the project. Critical comments regarding the validity of the premise on which the survey was based, and the data and means by which they were gathered are invited. The conclusions drawn from the analysis of the data resulted in suggestions for the expansion of periodical and index subscriptions to better serve the reference function of public libraries. (Author/NH)

ED 069 303

LI 003 969

Brandhorst, Wesley T.

Managing the ERIC Data Base. (Technical and Managerial Considerations in Operating a Computerized Information Processing Center in Support of a Multi-Disciplinary Network.)

ERIC Processing and Reference Facility, Bethesda, Md.

Pub Date 5 Dec 72

Note—35p.;(0 References); Paper presented at the session on "Information Data Centers," AFIPS/FICC, Anaheim, Calif., December 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Problems, Computers, Coordination, *Data Bases, Education, Feedback, Information Centers, Information Dissemination, Information Networks, Information Processing, *Information Systems, Magnetic Tapes, *Management

Identifiers—*Educational Resources Information Center, ERIC, ERIC Processing and Reference Facility

The Educational Resources Information Center (ERIC) system and the ERIC Processing and Reference Facility are briefly discussed as introductory and background material to this paper on the technical and managerial aspects of operating an information processing center. The following topics are covered under the subject of managing the ERIC data base for dissemination: file protection, maintaining a dynamic data base, file analyses, a documentation package, file availability, customer relations, access tools, and schedule adherence. Communication, coordination, and monitoring and feedback problems of networking are discussed. Various forms used in the ERIC system and statistical information about the data base are appended. (SJ)

ED 069 304

LI 003 970

Stevenson, Grace Thomas

A Proposed Plan for Reference Services for San Diego and Imperial Counties.

San Diego Public Library, Calif.; Serra Regional Library System, San Diego, Calif.

Pub Date 69

Note—54p.;(23 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Library Collections, *Library Cooperation, Library Facilities, *Library Networks, Library Planning, *Library Reference Services, Library Surveys, *Public Libraries

The purpose of the present study is to assist with the planning for improved reference service in the libraries of San Diego and Imperial counties, California, and to make recommendations regarding the location of area libraries and the relationships of the libraries within the system. The following recommendations are made for the system: (1) libraries should work more closely with other organizations in their communities; (2) objectives should be carefully thought out, clearly set down, and priorities established; (3) coordination of collections building should be a priority of the Serra Reference Center; (4) cooperation with

and use of the Associated Science Libraries of San Diego should be explored; (5) development of a public information program; (6) use of the latest developments in communications technology; (7) in-service training for nonprofessionals, and continuing education for professionals; (8) develop projects to further the objectives of the system; and (9) factors important to establishing area libraries. (Author/SJ)

ED 069 305

LI 003 971

Bruett, Mary Jo And Others

Iowa Network for Obtaining Resource Materials for Schools (INFORMS), Activities Manual; Operational and Promotional.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-0-71-3725

Note—151p.;(0 References); Iowa's Pilot State Dissemination Program

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Education, Evaluation, Information Dissemination, *Information Networks, Information Processing, Information Retrieval, *Information Services, Manuals, School Districts, State Departments of Education

Identifiers—ERIC, Linkers, NCEC, PREP, Project INFORMS

In an effort to respond to a growing need of educators to have access to educational information, the Iowa State Department of Public Instruction has initiated an information service for local school districts. The information and retrieval service is provided through Project INFORMS (Iowa Network For Obtaining Resource Materials for Schools). It is anticipated that this service will increase the number of alternatives for alleviating needs in local districts. Hopefully, improved long-range planning procedures will be created and implemented. Due to the newness of information networks, this manual was constructed to assist INFORMS personnel in identifying their roles and becoming familiar with operational techniques. An effort was made to identify and explain all the different kinds of activities to be performed in Project INFORMS. The promotional and operational activities of the project are extensively discussed. (Author/SJ)

ED 069 306

LI 003 972

Hampel, Viktor E. And Others

A Computerized Library and Evaluation System for Integral Neutron Experiments.

California Univ., Livermore. Lawrence Radiation Lab.

Report No—UCRL-71584-Rev-1

Pub Date 5 Mar 69

Note—6p.;(13 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (UCRL-71584[Rev.1], MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computers, Evaluation, *Information Retrieval, Information Storage, Libraries, Nuclear Physics, *Physics Experiments, *Special Libraries

Identifiers—*Lawrence Radiation Laboratory Library, Monte Carlo Methods

A computerized library of references to integral neutron experiments has been developed at the Lawrence Radiation Laboratory at Livermore. This library serves as a data base for the systematic retrieval of documents describing diverse critical and bulk nuclear experiments. The evaluation and reduction of the physical parameters of the experiments to a standard numerical format, and their comparison with calculated results using Monte Carlo computer codes and established libraries of neutron cross sections will make routine appraisal easier, and also make possible improvement of neutron transport calculations. The program has four aspects: (1) collection and retrieval of pertinent documents; (2) evaluation of specific experiments; (3) neutronics calculation appropriate to specific experiments; and (4) comparison of the results of the calculations with these experiments, followed by reexamination of the models and cross sections used in the calculations. These four aspects are discussed individually. (Author/SJ)

ED 069 307

LI 003 974

Kudryavtseva, G. A.

Copyrights for Machine Translations Considered.

Joint Publications Research Service, Washington, D.C.

Report No—JPRS-48605

Pub Date 12 Aug 69

Note—11p.;(11 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (JPRS-48605, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Copyrights, Laws, *Machine Translation, Translation

The translation of literature from one language into another is perhaps one of the most important problems in view of the fact that an inordinately large amount of human labor is expended on translation. A particularly complex problem arises before the scientists of all countries in connection with the need to become familiar with scientific literature and with scientific accomplishments described in the most varied languages of the world. This problem can be alleviated to a large degree by the mechanization of translation, the possibility of which has arisen with the development of automatic electronic computers. We already have some definite accomplishments in this domain, which demonstrate that machine translation has become a reality. The development of machine translation raises many legal questions, some of which are: the possibility of recognizing a machine translation as subject to copyright law, who should hold the copyright, and the legal protection of such a translation. (Author/SJ)

ED 069 308

LI 003 975

Katys, G. P. And Others

Information Robots and Manipulators.

Joint Publications Research Service, Washington, D.C.

Report No—JPRS-48698

Pub Date 27 Aug 69

Note—39p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (JPRS-48698, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Algorithms, Artificial Intelligence, *Automation, Bionics, Computers, Cybernetics, Design, *Electromechanical Aids, *Information Retrieval, Simulation

In the modern concept a robot is a complex automatic cybernetics system capable of executing various operations in the sphere of human activity and in various respects combining the imitative capacity of the physical and mental activity of man. They are a class of automatic information systems intended for search, collection, processing, and transmitting useful information from various spaces difficult for a man to have direct contact with. This document covers the following topics: Types of robots, Characteristic features of the measuring systems of information robots, Structural diagrams of the robots, Bioelectric control of manipulation systems, and Special types of manipulation systems. (Author/SJ)

ED 069 309

LI 003 976

Sobolev, S. L. And Others

Problems of Information Science.

Joint Publications Research Service, Washington, D.C.

Report No—JPRS-54618

Pub Date 6 Dec 71

Note—30p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (JPRS-54618, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Cybernetics, Documentation, Foreign Language Periodicals, *Information Processing, Information Retrieval, *Information Science, Information Storage

Identifiers—Russia, *Scientific and Technical Information

Contained in this document are four selected articles from the Russian language periodical "Ekonomika i Organizatsiya Promyshlennogo Proizvodstva." The selections are: "The New Science of Information" by S.L. Sobolev, "On Ways to Develop Organizational Structures in Information Science" by V.D. Grober, "Information Production and Physical Production" by L.M. Samkov, and "Principles of Organizing Scientific - Technical Information" by V.M. Chistyakov. (SJ)

ED 069 310

LI 003 977

Burgard, Andrea, Ed.

Directory of Educational Programs in Information Science. Supplement, 1972-1973.

American Society for Information Science, Washington, D.C. Special Interest Group on Education for Information Science.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 72

Note—43p.;(0 References)

Available from—American Society for Information Science, 1140 Connecticut Ave., Suite 804, Washington, D.C. 20036 (HC Members \$5.00, Non-members \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—College Curriculum, Computer Science Education, Directories, *Education, Information Centers, Information Processing, *Information Science, *Information Scientists, Information Systems, Information Theory, Library Schools, Program Descriptions

Identifiers—*Information Science Education

This Supplement lists 97 graduate programs in the U.S. and Canada that include education in information science for the academic year 1972-1973. It contains entries for programs in the first edition of the Directory, covering the 1971-72 academic year (ED 056 728), plus six new entries. The full name, address, and telephone number are given for each program. Complete entries are given only for programs which are new to the Directory, while others show only changes. For the purposes of this Directory, information science includes the following subjects: Library and information systems, library automation and networks, systems analysis, management information systems, information needs and uses, abstracting and indexing, advanced classification theory, non-traditional techniques of organizing knowledge, management of technical information centers, reprography, computational linguistics, man-machine interaction, and information theory. Examples of courses which were always included are linguistics, artificial intelligence, data management systems, information theory, and pattern recognition. Program-language and operating-systems courses are included if they are offered in library schools but not if they are in a computer science department. Courses in numerical analysis, theory of computation, data structures, and programming languages are not included. (Author/SJ)

ED 069 311

LI 003 978

Herner, Saul Vellucci, Matthew J.

National Inventory of Library Statistics Practices, Volume II: Agency Profiles and Individual Site Descriptions. Final Report.

Herner and Co., Washington, D.C.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D. C. Library Surveys Branch.

Pub Date Dec 72

Contract—OEC-0-70-4890

Note—478p.;(0 References)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Agencies, *Data Collection, Federal Government, *Information Centers, Interviews, *Libraries, Library Surveys, National Surveys, Questionnaires, State Agencies, *Statistical Data

Identifiers—*Library Statistics

The various profiles and descriptions prepared as part of a nationwide study of library and information center statistics and data practices are compiled in this report. Part I of the study contains agency profiles. These were prepared from responses to a questionnaire survey of over 3,500 State and Federal agencies, or units thereof, and almost 200 selected nongovernment organizations, such as library associations, library schools, and accrediting bodies. Of the 244 respondent agencies and organizations that indicated they collected library and information center statistics and data, 200 submitted enough information to prepare a profile summarizing their practices, reasons, difficulties, and plans. These profiles are given exactly as reported. Part II contains the individual site descriptions of practices in 65 libraries, library systems and information centers. The descriptions are based on notes recorded by the interviewers and from the various materials requested. Both parts of this study give an overview of the present condition of library and infor-

mation center statistics and data practices in this country. (Volume I of this study will be made available as soon as it is ready.) (Author/NH)

ED 069 312

LI 003 979

Progress in Scientific and Technical Communications: COSATI Annual Report 1971.

Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No—COSATI-72-2

Pub Date 15 Oct 72

Note—93p.;(35 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 212-500; MF \$.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Communications, Federal Government, *Federal Programs, Information Centers, Information Retrieval, *Information Systems, Libraries, Management Information Systems, *Technological Advancement, Telecommunication

Identifiers—*Committee on Scientific and Technical Information, COSATI, Information Analysis Centers, Scientific and Technical Information

This ninth annual report of the Committee on Scientific and Technical Information (COSATI) contains summary reports of COSATI and its Panels and Task Groups for the calendar year, 1971. This 1971 COSATI report reflects the initiatives taken by the Federal agencies not only in insuring to the scientific and engineering publics the prompt communication of the specialized knowledge, but also in applying new communications technology to the improved performance of their statutory program responsibilities. COSATI is dedicated to the orderly and coordinated development of Federal agency information programs in the public interest. As the communications revolution expands, it has special responsibilities for insuring that the technological innovations undertaken by the Federal agencies are communicated not only to each other, but to the public at large. This is the burden of the 1971 Annual Report. Reports submitted by member and observer agencies are followed by a retrospective bibliography of COSATI sponsored publications, a COSATI membership roster, a glossary of acronyms used in the report, and an index. (Author/SJ)

ED 069 313

LI 003 980

Inter-American Seminar on Integrated Information Services of Libraries, Archives and Documentation Centers in Latin America and the Caribbean (SI/ABCD), (Washington, D.C.; 6-17 November, 1972).

Department of State, Washington, D.C.; Organization of American States, Washington, D.C.; United Nations Economic and Social Council, New York, N.Y.

Pub Date 17 Nov 72

Note—126p.;(0 References); Includes "Final Report" (provisional; in Spanish) with "Declaration, Conclusions and Recommendations." (in English)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Archives, Conference Reports, *Cooperative Programs, Foreign Countries, Information Centers, *Information Services, *Information Systems, Libraries, *National Programs, Seminars

Identifiers—*Latin America

The development of an integrated national plan of information services is the topic of the provisional final report of the seminar which is in Spanish. The accompanying five-page declaration, conclusions and recommendations, in English, implicitly include concepts which will permit the drawing up of a national information policy. The Seminar considered, however, that a Latin American and Caribbean Working Group should be created as soon as possible for the purpose of elaborating a document containing, in a hierarchical and systematic way, the elements and bases for the formulation of such a policy, in order to help governments determine their own information policies, according to their circumstances and their needs. To this end, recommendations are made to governments, international organizations and to professionals in the field of library-information science. (Author/SJ)

ED 069 314

LI 003 981

A Directory of Reference and Research Library Resources Systems in New York State.

New York State Education Dept., Albany. Div. of Library Development.

Pub Date 72

Note—39p.;(0 References); Sixth Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, *Decentralized Library Systems, Directories, Information Sources, *Institution Libraries, Interlibrary Loans, *Librarians, Libraries, Library Cooperation, *Library Networks, Library Services, Public Libraries, *Research Libraries, Special Libraries, University Libraries

Identifiers—3Rs, New York State, *Reference and Research Library Resources

Current data on the officers, trustees, and member institutions of the Reference and Research Library Resources (3R's) systems in New York State are provided in this directory. Institutional data contain the names and addresses of member institutions, the name of the librarian or library director, the library's telephone number, and teletype number. The name of the director, the address, and the telephone number of each system are also listed. As of June 30, 1972, there were 386 members of the Reference and Research Library Resources Systems. Of the total membership, 181 are libraries of institutions of higher education. In addition to college and university libraries, the 3Rs systems' membership includes all types of libraries - public libraries, historical societies, hospitals, and special libraries of government, business, industry, and research institutes united in a statewide network which connects research library users to research resources. The spiraling costs of and mounting pressures for research library and informational resources make inter-library cooperation through network sharing not only an opportunity for greatly improved library service, but more importantly, it is of paramount importance to ensure the availability of research materials for all advanced library users in the State. (Author/NH)

ED 069 315

LI 003 982

Van Toll, Faith

A Cost Analysis Comparison of University Funded Faculty Facsimile Service and Faculty Journal Circulation Privileges.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Pub Date Oct 72

Note—21p.;(7 References); Report No. 60

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Cost Effectiveness, *Facsimile Transmission, Faculty, Financial Support, *Library Circulation, Library Services, Medical Libraries, *Periodicals, Reprography, Research Libraries, University Libraries

Identifiers—*Library Role, Shiffman Medical Library, Wayne State University Medical Library

The traditional avenue of accessibility to library materials for faculty members of a university has been virtually unlimited circulation of journals. In recent years the provision of facsimile copy service has supplemented and in some instances supplanted the circulation of journals as the mechanism for accessibility to research materials. This study compares the cost of faculty photocopy service at Shiffman Medical Library for September, 1971 and March, 1972 with the projected cost of journal circulation for the same months. Appendix 1 summarizes the cost of facsimile copying for September, 1971 and appendix 2 summarizes these costs for March, 1972. These summaries indicate the number of persons requesting service as well as the service load per department. The total costs for the services are \$710.20 (September 1971) and \$794.90 (March 1972). These costs are lower than the projected costs of journal circulation and the photocopy service had the additional advantage of freeing faculty time for other tasks. The economic and service advantages demonstrated in this report indicate that photocopy service for faculty members is the most feasible avenue of access to research materials in the university. (Author/NH)

ED 069 316

LI 003 983

Kaungamno, Ezekiel E.

Statistics on Book Production, Periodicals and Libraries.

Tanganyika Library Service (Tanzania).

Pub Date Apr 72

Note—27p.;(10 References); Paper presented at the Regional Seminar on Statistics of Culture

and Mass Communication in Africa (Addis Ababa, 19a26 April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, *Directories, Foreign Countries, Libraries, Library Planning, *Library Services, National Libraries, *Periodicals, Printing, *Publications, Reading Materials, Statistical Data, University Libraries Identifiers—Africa, Library Statistics, *Tanganyika

The Libraries (Deposit of Books) Act 1962 requires printers in Tanzania mainland to deposit one copy of all books printed by them with the librarian of the University of Dar es Salaam and in 1963 the Minister for Education issued the Libraries (Deposit of Books) Order which extended the Act by requiring printers to deposit a further copy with the Director of the Tanganyika Library Service. In 1970, the Tanganyika Library produced "Printed in Tanzania in 1969," the first Tanzania National Bibliography. This National Bibliography is compiled yearly by the Tanganyika Library Service and is based on definitions adopted by Unesco as shown in Appendix I. Appendices II and III give a breakdown of the 1970 Tanzania National Bibliography. It is noted that 143 titles were in English, 73 in Kiswahili, and the rest in other languages. The Tanganyika Library Service has also published an annotated "Directory of Libraries in Mainland Tanzania." It is difficult to give overall accurate statistics on various types of libraries. However, some statistics relating to the Tanganyika Library Service and the library of the University of Dar es Salaam are shown in Appendices IV, V and VI. (Author/NH)

ED 069 317

LI 003 984

DeHart, Florence E. Stutzman, Margaret
Computer-Based Humanities Reference Services
and the University Library.

Kansas State Teachers Coll., Emporia. Graduate Library School.

Pub Date 71

Note—125p.;(7 References); Summary of paper presented at the Cranfield International Conference on Merchandised Information Storage & Retrieval Systems (3rd, Bedford, England, July 20-23, 1971)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Oriented Programs, Cost Effectiveness, *Electronic Data Processing, *Humanities, Indexing, Information Processing, *Information Retrieval, Information Scientists, *Information Services, Language, Librarians, *Library Reference Services, Man Machine Systems, Search Strategies, University Libraries Two questions arise in regard to the computer-based humanities reference services: (1) What knowledge, abilities, and attitudes should the information specialist or librarian in the university library have in order to aid users in fully exploiting the innovative humanities information handling processes? (2) To what extent do users in the university library require direct assistance in using the services? This study aimed to determine answers to these questions in regard to seven of these services. The following subsystems were analyzed in an attempt to ascertain the knowledge, abilities, and attitudes that are or will be required for most effective use of the data bases: (1) index language, (2) indexing policy and practice in updating and maintaining the file, (3) interaction between the system and the users, (4) conceptualization of searching strategies, (5) manipulation of the search, and (6) evaluation of the service cost-performance-benefits. Implications for further study in four areas were derived from, or born out, by this study: (1) in-service and continuing education programs for librarians, (2) library education, (3) needed research on humanities services, and (4) the role of the university library and librarians in regard to the services. (Author/NH)

ED 069 318

LI 003 985

Riggs, Neil R., Ed.
Long Range Plan for Library Development in
Oregon with Five Year Action Plan.

Oregon State Library, Salem.

Pub Date 72

Note—44p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Library Services and Construction Act, LSCA, Oregon, *State Plans

Past efforts at development plans have resulted in well thought out courses of action and have consistently included objectives. The plans have not, however, achieved the big goals of their makers to provide quality library service to all residents of Oregon. The problem appears to have been a combination of two lacks: lack of implementation through assigned responsibilities; and lack of public support. This effort to regroup and push forward again will try to use techniques with built-in methods of implementation that face realistically the impediments posed by economic, social and political actualities. The purposes of the Program are fourfold: (1) comply with Federal law, (2) comply with Federal regulations of the Office of Education, (3) establish goals of library service as the context within which to make decisions and undertake activities and (4) initiate planning as a continuing process with provision for change. The Programs chosen for achieving the Objectives of the entire Long Range Program are listed within the eight categories classed as Needs. Each Program leads directly into specific "Activities." The sum of these Activities constitutes the Five Year Action Plan. (Other State Plans are available as LI 003986 through LI 003993) (Author/NH)

ED 069 319

LI 003 986

Long-Range Program, Hawaii State Library
System; 1973-1978.

Hawaii State Dept. of Education, Honolulu. Office of Library Services.

Pub Date Sep 72

Note—130p.;(35 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Hawaii, Library Services and Construction Act, LSCA, *State Plans

A description of where and how the Office of Library Services operates is included in this Long-Range Plan for Hawaii's libraries. This includes the geographical setting, as well as a description of the political and economic characteristics of the state. It indicates some of the implications for growth for Hawaii's libraries in terms of population growth, diversity of ethnic background, and economic factors. It also includes the organizational structure of the state government including the Department of Education and the Office of Library Services. The functions of the Office of Library Services and its branches are detailed. Other information sources - academic, special, and school libraries - that contribute to meeting the information needs of people are given major consideration. An assessment of current and future needs of the community are discussed, listed, and ranked according to priority. The plan provides for the planning of evaluation, so that data received can be utilized in the modification of existing plans and the generation of new plans. (Other State Plans are: LI 003985 and LI 003987 through LI 003993.) (Author/NH)

ED 069 320

LI 003 987

Massachusetts Long-Range Program Under Library
Services and Construction Act, (P.L. 91-600).

Massachusetts State Dept. of Education, Boston. Bureau of Library Extension.

Pub Date 72

Note—57p.;(5 References); Publication 6167

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Library Services and Construction Act, LSCA, Massachusetts, *State Plans

The overall goal of the Long-Range Program for Massachusetts' libraries is: to stimulate awareness and understanding of critical social issues and problems and to assist all individuals in reaching their highest potential for self-development. The means for achieving this overall goal are given as sub-goals. Sub-goal 1, shall be the further development of a coordinated network of libraries providing for organized patterns of referral. The objective of this sub-goal is to improve service in all types of libraries. Sub-goal 2, shall be the further development of library services and programs for persons with specialized needs. The objective of this sub-goal is to improve library service to specific groups. (Other State Plans are: LI 003985, 003986, and LI 003988 through LI 003993.) (Author/NH)

ED 069 321

LI 003 988

The Ohio Long Range Program for Improvement
of Library Services as Assisted by the Federal
Library Services and Construction Act, 1972-
1976.

Ohio State Library Board, Columbus.

Pub Date 13 Jun 72

Note—39p.;(3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Library Services and Construction Act, LSCA, Ohio, *State Plans

A comprehensive five year program for the improvement of library services in Ohio is outlined in this document with particular reference to those programs which can be assisted by the federal Library Services and Construction Act (LSCA). The document has the following purposes: (1) to meet the requirements of the LSCA amendments of 1970; (2) to serve as a basic statement which summarizes and clarifies the objectives, policies, and programs undertaken for the improvement of library services; and (3) to serve as a guide to libraries and agencies which wish to participate in some way in the LSCA program. The program described is based upon the needs of users and potential users of libraries, and is primarily concerned with the maximum feasible access and effective use of library resources, but it is also concerned with the problems of existing types of libraries. (Other State Plans are: LI 003 985 through LI 003 987 and LI 003 989 through LI 003 993.) (Author/NH)

ED 069 322

LI 003 989

A Long Range Program for Library Development
in Arkansas, 1972-1977.

Arkansas Library Commission, Little Rock.

Pub Date 72

Note—66p.;(32 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Arkansas, Library Services and Construction Act, LSCA, *State Plans

In addition to meeting the requirements of the Library Services and Construction Act (LSCA), 1970, this Long-Range Program is presented to make known the library needs of the state and to show how funds under this Act may contribute to meeting these needs. The Program also aims to provide guidance to all citizens of Arkansas who are engaged, or may wish to be engaged, in developing, improving, and expanding library and information services; and to give direction to library governing bodies and librarians in planning and evaluating programs of library and information services. In preparing this Program the state's geography and history, and peculiarly difficult problems of low educational attainment and low per capita income are considered. The overall goal of the five year program is for the extension and up-grading of the state's system of libraries and the improvement of the quality of library services on a state-wide basis. (Other State Plans are: LI 003 985 through LI 003 988 and LI 003 990 through LI 003 993.) (Author/NH)

ED 069 323

LI 003 990

A Five Year Plan; Pennsylvania Library Development,
1971-1976.

Pennsylvania State Library, Harrisburg.

Pub Date 72

Note—121p.;(7 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs Identifiers—Library Services and Construction Act, LSCA, Pennsylvania, *State Plans

The objective of Pennsylvania's State Plan for use of Library Services and Construction Act (LSCA) funds is continued development of a state-wide system of libraries so that good quality, free, convenient, public library service will be available to every resident of the state. The system consists of: (1) local libraries or bookmobile stops so located that library services will be available to every resident of the state within fifteen or twenty minutes travel of his residence, (2) district library center services which meet the specialized resources and staff needs of each resident within

approximately one hour of his residence; and (3) regional library resource center service for the research needs of each resident within a day's round trip of his residence. Selection of methods for establishing priorities, indication of present and future needs and the establishment of criteria for allocation of funds within the priorities established are decisions made within this plan. Part IV and V which follow the "five Year Plan" contain the substantiating material upon which the plan was developed. (Other State Plans are: LI 003 985 through LI 003 989 and LI 003 991 through LI 003 993.) (Author/NH)

ED 069 324 LI 003 991
Long Range Plan for Library Service to the People of New York State, (July 1, 1972-June 30, 1977); Utilizing Local, State and Federal Resources.

New York State Education Dept., Albany. Div. of Library Development.; New York State Library, Albany.

Pub Date 26 May 72

Note—56p.;(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
 Identifiers—Library Services and Construction Act, LSCA, New York State, *State Plans

New York State's long history of interest in libraries has provided a series of studies and evaluations of library service dating back to the 1940's. Because of this, a broad and well-planned base already existed from which the New York State Long-Range Plan for Library Service was developed. As a result, it is necessary to read this plan in relation to the "Report of the Commissioner of Education's Committee on Library Development" (1970), which recommends directions and ways of meeting needs of library users (ED 042 482), and "Library Service: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York" (1970), a position paper (ED 045 101). In order to make maximum use of diverse resources for the maximum number of people, the development of systems and networks of libraries is the chosen method of providing "convenient free access to local libraries" to meet the needs of "any State resident, regardless of age." (Other State Plans are: LI 003 985 through LI 003 990, and LI 003 992 and LI 003 993.) (Author/NH)

ED 069 325 LI 003 992
A Five Year Program for Library Development in New Mexico, 1972-1977.

New Mexico State Library, Santa Fe.

Pub Date 72

Note—56p.;(22 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
 Identifiers—Library Services and Construction Act, LSCA, New Mexico, *State Plans

Librarians of New Mexico have long felt that the library services of the state are not well enough organized nor of sufficient strength to meet the challenges of providing the information-related services its citizens need. This concern led to a series of studies of the problems and joint efforts towards solving them. Public, school, academic, and special librarians, as well as interested citizens, took part in these efforts. The New Mexico State Library Commission and the State Library staff also took part and encouraged this work. The Five-Year Program presented here is a logical outgrowth of the work that has gone before. The purpose of this Program is to set forth parallel courses of action designed to make "The Coordinated Library Systems of New Mexico" a realistic mechanism through which the state can bring its library resources to bear upon the problems facing New Mexico citizens. This program sets forth the problems facing libraries, the limits of the situation, and the roles that local, state, and federal agencies and funds may play as an effective means of meeting library service needs. (Other State Plans are: LI 003 985 through LI 003 991 and LI 003 993.) (Author/NH)

ED 069 326 LI 003 993
Long-Range Program for Library Service in New Hampshire.

New Hampshire State Library, Concord.

Pub Date Jun 72

Note—130p.;(24 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
 Identifiers—Library Services and Construction Act, LSCA, New Hampshire, *State Plans

The New Hampshire Long-Range Program contains: (1) a description of New Hampshire's identified present and projected library needs; (2) a plan of action for meeting these identified needs over the next five years and (3) a statement of policies, criteria, priorities, and procedures, to be updated as progress toward meeting the State's library needs requires. In 1970 all but 5,914 or 0.8% of New Hampshire's 737,681 residents had public library services available locally. At present 189 of the 231 public libraries in the State are participating in the Statewide Library Development Program. The quality of public library service locally varies from inadequate to excellent. To strengthen public library service statewide all public libraries in the State should participate in the Statewide Library Development Program. There is also a need to evaluate the services under the program to determine strengths and weaknesses and future directions. (Other State Plans are: LI 003 985 through LI 003 992.) (Author/NH)

ED 069 327 LI 003 994
 Lindsay, Kenneth P.

Research Information for the Educator to Meet the Educational Needs of the Children; Technical Assistance Information Service, Interim Report.

Utah State Board of Education, Salt Lake City. Spons Agency—National Inst. of Education, Washington, D.C.

Bureau No—BR-0-0748

Pub Date Dec 72

Contract—OEC-0-70-4741

Note—231p.;(24 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Computer Oriented Programs, Consultants, *Educational Needs, Information Dissemination, *Information Needs, Information Retrieval, Information Services, Program Development, Research, *Rural Schools, *State Programs, *Teachers, Technical Assistance
 Identifiers—Educational Information Consultants, ERIC, PREP, Putting Research into Educational Practice, *Utah

The Utah project was funded in June, 1970, and refunded from June, 1972 to June 1973, to provide Technical Assistance to educators in sparsely settled rural areas of the State. Technical assistance includes information, consultative and program development services. Three full-time Field Agents are based in Regional Cooperative Service Centers and each provide assistance to at least six rural districts. The Field Agents work with local teachers and administrators assisting in the definition of needs and the location of appropriate information through a centralized Reference Center housed at the Utah State Board of Education. Where it is desired by the client, the Field Agent continues to involve himself in helping the client consider alternatives, locate consultants and generally assist throughout the adoption and installation of new programs. Services include: computerized searches of the ERIC system, circulation of PREP Kits, circulation to clients of the ERIC microfiche collection (1968-present), hard copy and fiche duplication when necessary, access to local resources, which include university libraries, university personnel, State library, Historical Society, local research libraries, and a personalized reference and information service. SEA consultant services to LEA personnel are arranged on request by project staff. (Author/NH)

PS

ED 069 328 PS 005 380
Day Care Licensing Study Summary Report on Phase I: State and Local Day Care Licensing Requirements.

Consulting Services Corp., Seattle, Wash.; Social and Administrative Services and Systems Association.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 71

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Certification, *Child Care Centers, *Day Care Services, Facilities, *Facility Requirements, Health, Local Government, *Preschool Children, Sanitation, State Laws, *State Standards, Tables (Data), *Technical Reports

Phase I of the Day Care Licensing Study is presented. It includes a summary of findings, conclusions, and recommendations; two sections on day care regulations; a section on day care facilities; and a section on the climate for change. Appendices include: Methodology; Depts. of State Government Responsible for Licensing Day Care Facilities; Exceptions and Exclusions; Points of Delay in the Licensing Process; Problems of Coordination with Cooperating Agencies; Ways of Speeding up the Licensing Process; Education and Training Requirements for Day Care Center and Family Day Care and Group Day Care Home Staff; Age Range, Group Size, and Child/Staff Ratio Requirements; Discrepancies most Frequently Responsible for License Denials; and Anticipated Revisions in Regulations. (DJ)

ED 069 329 PS 005 467

Acuff, Nancy Hamblen

Paternal Effectiveness in a Selected Cognitive Task.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Cognitive Ability, *Effective Teaching, *Fathers, *Instructional Improvement, Mothers, *Parent Role, Sex Differences
 Identifiers—Draw A Man Test

The immediate effectiveness of paternal instruction in a selected cognitive task was investigated. The sub-problems were (1) to compare paternal and maternal instruction, and (2) to analyze paternal instructional effectiveness with the son or the daughter. The cognitive task selected was the Goodenough-Harris Draw A Man Test. Subjects were 42 children, aged 4 through 6, and were randomly assigned to treatment, paternal or maternal instruction. The findings from the analysis of the change factors of the test indicated that the father was an effective agent in affecting pre-posttest increment in contrast to the non-intervention controls. Hypotheses indicating that paternal influence was more effective than maternal influence were only partially supported. Hypotheses concerning cross-sex influence in producing positive and significant change were not found. The final hypothesis, that children instructed by a parent display more positive and significant pre-posttest increment than the control group, was clearly confirmed. A conclusion is that non-verbal learnings appear to be readily amenable to intervention. (LH)

ED 069 330 PS 005 754

Rohwer, William D., Jr.

Cognitive and Perceptual Development in Children.

Pub Date Oct 71

Note—12p.; Paper prepared for Conference on

Early Childhood Education for the Handicapped, The National Leadership Training Institutes in Early Childhood Education and Special Education (Washington, D.C. October, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Developmental Psychology, *Early Childhood Education, Elementary School Students, *Individual Differences, *Learning Processes, Maturation, *Perceptual Development

This essay concerns the development of cognitive and perceptual skills in children from birth to the age of nine. It surveys issues, beliefs, and information about perceptual and cognitive procedures. It discusses the issues of nature-nurture, maturation-learning, continuity-discontinuity, and critical periods. It describes the development of specific cognitive skills including conditioning; perceptual and discrimination learning; transfer; verbal learning and memory; and concept learning. The essay concludes with some generalizations. Massive changes occur in the child's intellectual capacities from birth to nine years. Children of the same age differ in learning capacities and the child's capacity varies with the way a task is presented. Children learn from systematic experience from birth onward, and many tasks routinely regarded as relatively simple

by adults require capabilities that many children do not achieve until late in the age range. (DG)

ED 069 331 PS 005 788

Motor Activity for Early Childhood.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—16p.

Available from—AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (\$0.50, Publication No. 245-25152)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Child Development, *Early Childhood Education, *Motor Development, Preschool Children, *Psychomotor Objectives, *Psychomotor Skills, Publications

Identifiers—Presidents Conference on Early Childhood Education

Articles included in this journal are a report on the President's Conference on Early Childhood Education entitled "The Young Child: The Significance of Motor Development" by Dolores M. Curtis; A Real Look at the Young Child by Lolas E. Halverson; What Movement Means to a Young Child by Keturah E. Whitehouse; Who Says the Young Child Can't by Betty M. Flinchum and Margie R. Hanson; Preschool Projects and Programs by Helen K. Hartwig; and Games Can Wait! by Larry Gray. Recent publications and audio-visual resources are also given. (DJ)

ED 069 332 PS 005 795

Headstart, Child Development Legislation, 1972. Joint Hearing before the Subcommittee on Children and Youth and the Subcommittee on Employment, Manpower, and Poverty.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Mar 72

Note—634p.; U.S. Senate, Ninety-Second Congress, Second Session

Available from—Subcommittee on Children and Youth; Room 506, Senate Annex, U.S. Senate, Washington, D.C. 20510 (no charge)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, Educational Development, *Educational Opportunities, *Federal Legislation, Poverty Programs, Youth Employment

Identifiers—Headstart Program

A Joint Hearing before the Subcommittee on Children and Youth, and the Subcommittee on Employment, Manpower, and Poverty of the Committee on Labor and Public Welfare are presented. The purpose of this hearing on S. 3193 is to provide for the continuation of programs authorized under the Economic Opportunity Act of 1964, and for other purposes. The hearing on S. 3228 aimed to strengthen and expand the Headstart program, with priority to the economically disadvantaged; to amend the Economic Opportunity Act of 1964. (RG)

ED 069 333 PS 005 815

Nelson, Gaylord And Others

Comprehensive Headstart, Child Development, and Family Services Act of 1972: Bill Text and Section-by-Section Analysis.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—Senate-92-793

Pub Date Jun 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Child Development Centers, Compensatory Education, Family Programs, *Federal Aid, Federal Legislation, *Federal Programs, Financial Support, Intervention, *Legislation, Preschool Children, Preschool Education, State Federal Aid, State Programs

Identifiers—Project Head Start

The context of the Comprehensive Headstart, Child Development, and Family Services Act of 1972 is presented along with a section-by-section analysis of it. Section 1 is the title. Section 2 is a statement of findings and purpose. Section 3 authorizes appropriations. Title I describes Headstart, Child Development and Family Services Programs which include: Sec. 101, programs assisted; Sec. 102, State and Local Prime Sponsors; (Sec. 103), Child and Family Services Councils; Sec. 104, Program Statements; Sec.

105, Project Applications; Sec. 106, Annual Family Service Plans; Sec. 107, Special Cooperative Programs with Educational Agencies and Other Project Sponsors; Sec. 108, Allocation of Funds; Sec. 109, Additional Conditions for Programs Including Construction or Acquisition; Sec. 110, Use of Public Facilities for Child Development Programs; Sec. 111, Payments. Title II concerns training, technical assistance planning, and evaluation. It includes Sec. 201, Preservice and Inservice Training; and Sec. 202, Technical Assistance and Planning. Title III involves supportive services and special activities. It includes 13 sections related to the operation of the program. (DJ)

ED 069 334 PS 005 819

Garman, Charlotte

Administrator's Handbook for Kindergartens.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date Jul 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Administrative Policy, Attitudes, Bibliographies, Certification, Equipment, Evaluation, Facilities, *Guides, Instructional Materials, *Kindergarten, *Kindergarten Children, Scheduling, School Services, *State Programs

Identifiers—Pennsylvania

Answers to technical administrative questions concerning the establishment, function and administration of nursery schools and kindergartens are given. Section one describes sections of the Pennsylvania School Code related specifically to kindergartens. These are concerned with areas of establishment, length of school term, attendance requirements, admission, assignments, and certification of teachers. Section two describes facilities, equipment and materials. Section three concerns the use of paraprofessionals and related school services including hygienist, nurse, counselor, psychologist and speech therapist. Three daily schedules are also suggested. The last section discusses registration procedures, evaluation, and administrator's attitudes. It also includes a bibliography. (DJ)

ED 069 335 PS 005 824

Boletín Del Centro De Documentación E Información Pedagógica (Bulletin of the Documentation and Teaching Information Center).

Ministry of Education, Buenos Aires (Argentina).

Pub Date [70]

Note—159p.; Trimestral Publication No. 23

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bulletins, *Documentation, Information Centers, *Information Dissemination, *International Education, *Speeches, Teaching

A series of speeches and activities sponsored by the Buenos Aires Ministry of Education are presented. This presentation consists of four sections. The first, focusing on 1970 as International Education Year, contains four speeches. Next, Documentation Services, particularly teaching documentation, are examined. Following this, Section 3 discusses Information Services, especially Information Dissemination. The final section concerns the activities of the Ministry of Education. (Author/CK)

ED 069 336 PS 005 846

Williams, John E. And Others

Preschool Racial Attitude Measure II.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [72]

Note—30p.

Available from—John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, N.C. 27109 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Attitude Tests, *Childhood Attitudes, Early Experience, Intelligence Factors, Measurement Instruments, *Preschool Children, *Racial Attitudes, Racial Factors, Sex Differences

Identifiers—*Preschool Racial Attitude Measure

The earlier version of the Preschool Racial Attitude Measure (PRAM I) had been found to be a useful measure in attitude development and modification studies of young children. This paper describes the lengthened and otherwise revised version of this procedure — PRAM II.

Standardization data are reported for 252 Caucasian and 140 Negro children, ranging in age from 37 to 85 months (mean is 64 months), who were tested by Caucasian and Negro examiners. Analysis of the racial attitude scores revealed that the measure had good internal consistency (r equals .80), and satisfactory test-retest reliability (r equals .55, over a one-year interval). It was demonstrated that the test may be divided into two equivalent shortforms, for test-retest purposes. Other findings were that the racial attitude scores were found to vary systematically with race of subject, but not with sex of subject, I. Q., or age. Evidence regarding race of examiner effects was inconclusive. It was concluded that PRAM II provides a reliable index of racial attitudes and that the same rationale could be employed in the assessment of other attitudes at the preschool level. Theories of racial attitude development are discussed. (DJ)

ED 069 337 PS 005 847

Kleinschmidt And Others

Dokumentation Vorläufige Richtlinien Für Die Erziehung im Elementar-Bereich (Introductory Principles for Education in the Primary Range).

Stuttgart Univ. (Germany).

Pub Date Dec 71

Note—191p.; In German

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art, Demonstration Programs, Elementary Grades, Games, Language Enrichment, *Language Instruction, Mathematics, *Music, *Play, Secondary Grades, *Social Studies, Supervision, *Thought Processes

A report for Preparatory School and Elementary School in German, compiled by the Institute for Course Design and Educational Reports is presented. The contents are: (1) Conceptual and Structural Problems. (2) Social Education and Superintendence of Play. (3) Language and Language Cultivation, and (4) Modeling, Art, Music and Rhythm Education, Movement, Body, Thinking, Mathematical Games, etc. There is an Appendix of Applicable Literature. Twenty-three references are listed. (RG)

ED 069 338 PS 005 868

Karnes, Merle B.

The Evaluation and Implications of Research with Young Handicapped and Low-Income Children at the Institute for Research on Exceptional Children at the University of Illinois.

Illinois Univ., Urbana. Dept. of Special Education; Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Low Income Groups, Mental Development, *Mentally Handicapped, Parent Participation, *Preschool Learning

This study to determine effects of preschool training of mentally retarded children from low-income families asks three major questions: 1. Does preschool training displace the rate of development of such children? 2. Does rate of growth continue at an accelerated rate, or does it return to the original rate of development during primary school years? 3. Are the results similar for children living in different environments? Five intervention programs are outlined: 1. Traditional nursery school; 2. Community integrated program; 3. The Montessori method; 4. Karnes structured cognitive plan; and 5. The Bereiter-Englemann (B-E). As a result of the program, some children in the demonstration center no longer function in the retarded range. Behavior has improved and several have entered a public school or preschool for normal children. It is suggested that mothers of infants might accomplish more at home with guidance, since professional tutoring is not feasibly practical, and children with higher IQ need special early programming to attain their potential. (RG)

ED 069 339 24 PS 005 892

Chapman, Robin S.

Report on the February 1971 Version of the Wisconsin Basic Prereading Skill Test.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—58p.; Technical Report No. 187

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustics, *Curriculum Planning, *Data Collection, *Individualized Curriculum, Kindergarten, Preschool Children, *Reading Readiness Tests, *Sight Method, Tests

This report summarizes the findings of a February 1971 administration of a revised and expanded version of the Wisconsin Basic Prereading Skill Test to 138 kindergartners. The test battery being developed has two purposes: (a) the identification of prereading skill deficits in kindergartners for individualized curriculum planning, and (b) the prediction of reading achievement at the end of first grade. Included in the February 1971 test battery were visual tests for attending to letter orientation, letter string order, and letter string detail; auditory tests for sound matching and sound blending; and learning rate tests for picture-sound association and word segmentation. For background information a letter-naming test was also included. Data were gathered on two forms of each visual test by testing a child on the complete test battery one day and the alternate forms of the visual tests the preceding or following day. Item analyses, test reliabilities, test correlations, and descriptive statistics are reported for the test battery. Implications for further test revision are discussed. (Author)

ED 069 340

PS 005 904

Guided Self-Analyses Early Childhood Education

Program: Teaching Young Children. Overview.

Office of Education (DHEW), Washington, D.C.

Bureau of Educational Personnel Development.

Pub Date [70]

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Curriculum Guides, *Early Childhood Education, Guidance, *Instructional Design, Language Development, *Self Evaluation, *Teacher Programs, *Teaching Models, Thought Processes, Training Techniques, Workbooks

Identifiers—*Guided Self Analysis System

An overview is presented of the Guided Self-Analysis System for Professional Development (GSA) for teaching young children. The GSA system and programs are reviewed along with staff involvement, staff responsibilities, the emphasis on flexibility, change in the classroom, and implementation procedures. The GSA early childhood program is then discussed with workbook units detailed for teaching language and concept development, independent thinking, and facilitating strategies. The application of the GSA system to a wide range of professional settings, such as preschool and culturally disadvantaged group programs, is also discussed. Final consideration is given to the relationship of GSA to other early childhood models, a rationale for the system, theoretical orientation, and another GSA program, "Teaching for Inquiry." (LH)

ED 069 341

PS 005 916

Classroom on Wheels.

Murfreesboro City Schools, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Design, *Disadvantaged Youth, *Educational Mobility, Itinerant Teachers, *Mobile Classrooms, Mobile Educational Services, *Parent Participation, Preschool Programs, Program Evaluation, School Design, Specifications, Transportation

Identifiers—Murfreesboro City Schools, Tennessee

Designed for 3- and 4-year-old disadvantaged children and their parents, a mobile unit consisting of a renovated school bus turned classroom is described which travels to three areas daily for a 2-hour period. The program for children is designed primarily for developmental skills—visual, sensory, auditory, and cognitive. Activities emphasize language and concept development, the development of a positive self-image, and enrichment experiences. A program for parents operating concurrently includes home visits and contacts, group meetings, newsletters and homework, book, picture, and toy lending libraries, and a "teaching tiny tots" lesson plan. Results are reported which exceed expectations in language and measured IQ gains as well as in

personal and social development. Parents gained in knowledge of child growth and development. Appendices provide information on approximate costs for operation of a mobile classroom and on floor plans. (LH)

ED 069 342

PS 005 919

Space for Learning: A Pre-School Environment

for Very Little Money.

Report No.—DHEW-OCD-72-51

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development Centers, Childhood Needs, Costs, *Curriculum, *Early Childhood Education, Educational Environment, Preschool Learning, *Program Descriptions, School Space, *Space Utilization, Stimulation

This booklet identifies environments for preschool learning. Each page may serve as a poster, a reminder of activities, or as a starting point for a training session. It includes an indoor and an outdoor section. The indoor section describes an art area, a music area, and a quiet area, a housekeeping area, free space for floor play, and a science table. The outdoor section describes a woodworking area, an animal area, a sand and water area, wheel toy area, a digging area, and a shady area. Each page includes specific suggestions for activities and illustrations of participating children. (DG)

ED 069 343

PS 005 926

Kemmerer, Joseph T. And Others

Inference in Discrimination Learning of Early Elementary School Children.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0216

Pub Date Feb 69

Contract—OEC-5-10-154

Note—15p.; Technical Report No. 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Discrimination Learning, *Early Childhood, Kindergarten, Response Mode, Stimuli, *Testing, Visual Perception

Sixteen kindergarten and 28 first-grade children were tested on two-choice discrimination problems. A prompt light indicated the positive (rewarded) object P on all training trials, and these were followed by a single nonprompted test trial during which a new object (X) replaced either P (X-N problems) or N (P-X problems) or neither (P-N control problems). Two additional control problems assessed verbal responses to the P and N objects alone. All Ss followed the prompt (i.e., displaced only P) and therefore never directly observed the nonreward value of N on prompted trials. However, performance was significantly above chance on nonprompted X-N trials. Control conditions and verbal reports permitted the conclusion that the negative (nonrewarded) value of N had been inferred while responding to P on prompted trials. Replicating previous findings, the present results further suggest that stimulus novelty is not an important factor in cue-substitution procedures. (Author)

ED 069 344

PS 005 927

Brooks, Lee R.

The Contribution of Verbal Descriptions to Visual Memory in Nursery-School Children. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0452

Pub Date Jul 71

Grant—OEG-0-70-4740

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cues, *Memorizing, *Preschool Children, Recognition, Semantics, Visualization, *Visual Measures

Giving names for pictures of familiar objects to nursery school children improves their later recognition of those pictures. This improvement occurs even though the children can easily name the pictures when asked. The present research eliminated the sufficiency of several possible explanations. The names might have provided a response to rehearse and consequently use to differentiate the recognition alternatives. But this explanation is insufficient since names help even

for recognition tests containing distractors with the same names as the correct pictures. Names might have helped by providing specific retrieval cues. The child could then use this general knowledge in analyzing and storing specific characteristics. This explanation is insufficient since grossly incongruous descriptions help recognition as do appropriate labels or descriptions. It seems that under these conditions any description which is itself meaningful stimulates a young child to more actively analyze and store accompanying pictures. The extreme non-specificity of this effect suggests caution in attributing labeling effects to specific characteristics associated with the label. (Author/RG)

ED 069 345

24

PS 005 928

Blanton, William E.

Preschool Reading Instruction: A Literature Search, Evaluation, and Interpretation. Final Report.

Indiana Univ., Bloomington.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0228

Pub Date Jun 72

Grant—OEG-0-71-1914(508)

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Responsibility,

Bibliographic Citations, Guidelines, *Parent Counseling, Preschool Learning, Programed Instruction, *Reading Development, *Teaching Methods

This report presents three interpretive manuscripts on preschool reading instruction for three audiences: the school administrator, the school teacher, and the parent. "Preschool Reading Instruction: Information for the Administrator" discusses the origins of preschool reading instruction, reviews the research dealing with preschool reading instruction, and presents information necessary for installing a preschool reading program. Similarly, "Preschool Reading Instruction: Information for the Teacher" presents a review of the literature on preschool reading instruction, along with suggestions and materials for teaching preschool reading. "Preschool Reading Instruction: Information for the Parent" provides answers to questions parents ask about preschool reading instruction and suggests guidelines parents might follow in helping the preschool child before he learns to read. (Author)

ED 069 346

24

PS 005 929

Blanton, William E.

Preschool Reading Instruction: A Literature Search, Evaluation, and Interpretation. Final Report.

Indiana Univ., Bloomington.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0228

Pub Date Jun 72

Grant—OEG-0-71-1914(508)

Note—240p.; Volume II

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Early Childhood Education,

*Preschool Learning, Reading Material Selection, *Reading Readiness, Teacher Aides, *Teaching Guides, *Visual Learning

This report, Vol. II of three interpretive manuscripts, presents Information For The Teacher, a review of literature on preschool reading instruction, along with suggestions and materials for teaching preschool reading. A skills checklist is provided and the educational television program, Sesame Street, is evaluated, since the effectiveness of this medium has been both praised and questioned. Reading readiness and motivation are discussed. The latter portion of this report offers three Appendices: Appendix A is a Guide to Materials for Prereading Instruction, Appendix B lists Publishers of Reading Materials, and Appendix C is a Reference List of Books for Preschool Children. (For related documents, see PS 005 928 and PS 005 930.) (Author/RG)

ED 069 347

24

PS 005 930

Blanton, William E.

Preschool Reading Instruction: A Literature Search, Evaluation, and Interpretation. Final Report.

Indiana Univ., Bloomington.

80 Document Resumes

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0228

Pub Date Jun 72

Grant—OEG-0-71-1914(508)

Note—64p.; Volume III

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Early Childhood Education, Parent Influence, Participation, *Reading, *Reading Achievement, *Reading Material Selection, *Teaching Guides

This report answers questions that parents are likely to ask about preschool reading instruction. It discusses the origins, curriculum change, new concepts of intelligence and the various teaching methods such as Montessori and the British Infant School. Unlike previous generations, today's child is exposed to visual and auditory stimulation, and to forces converging simultaneously on the preschool curriculum. Events in technology, social and political changes, have exerted tremendous influence on revamping preschool educational programs. A checklist to determine whether or not the home provides for the development of early reading is offered, along with a Selected Book List for children of various ages. The need for emotional development and language skills is reviewed, good experiential backgrounds on which to base language, and an interest in reading. Although the learning of reading is highly individualized, it appears that preschool children can learn to read earlier. The parent is warned, however, that worry about a child's inability to learn to read may handicap a child, and in that case instruction is best left to the school. Trust, encouragement and interest are suggested. (For related documents, see PS 005 928 - 929.) (RG)

ED 069 348

PS 005 934

Hartup, Willard W., Ed.

The Young Child. Reviews of Research, Volume 2. National Association for the Education of Young Children, Washington, D.C.

Pub Date 72

Note—374p.

Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (Paperback \$5.75)

Document Not Available from EDRS.

Descriptors—Aggression, Anxiety, Attention, *Child Development, Cognitive Development, *Early Childhood, Fatherless Family, Heredity, Memory, Parent Child Relationship, Parent Influence, Perceptual Development, Research, *Research Reviews (Publications), Social Behavior

This is volume 2 of research reviews of studies about young children. It is a sampling of information about child development research in the form of 16 review articles. Particulars of research illustrate varied strategies used by contemporary scientists. It illustrates problem attack and evaluation of information. Subjects include: About Research; Heredity and Intelligence; Attachment: Its Origins and Course; Children's Questions: Their Forms, Functions, and Roles in Education; The Development of Classificatory Skills in Young Children; A Training Program; Attention and Mediation in Children's Memory; Some Basic Perceptual Processes in Reading; Mother-Child Interactions and Cognitive Development in Children; Parents as Educators: Evidence from Cross-Sectional, Longitudinal, and Intervention Research; Socialization and Instrumental Competence in Young Children; Anxiety in the Evaluative Context; Some Effects of Punishment on Children's Behavior; Children's Aggression; The Effects of Father Absence on Child Development; Social Comparison by Young Children; and Prosocial Behavior of Children. (DG)

ED 069 349

24

PS 005 937

Powell, Lacy D.

Early and Continuous Stimulation of Children 3-9 Years of Age. Final Report.

Clayton County Board of Education, Jonesboro, Ga.; Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0684

Pub Date 72

Grant—OEG-4-70-0045(508)

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Basic Skills, *Early Childhood, *Emotional Response, *Learning Readiness, *School Phobia, Student Participation

The major objective of the project was to: assess the long-term impact of continuous educational stimulation on achievement of children entering the early education program at age 3 and continuing until age 9. A secondary objective was to: assess the long-term impact of continuous educational stimulation on behavior of children entering the program at age 3 and continuing until age 9. Comparisons of standardized test scores of children with 0,1,2, or 3 years of pre-primary experiences scored significantly higher on MRT, CTBS, and SAT than children without pre-primary experience. Initial differences between Control and Experimental groups were not overcome by end of grade 3. The Experimental children were characterized by: lack of fear of new situations, personnel, experiences, and materials; being "doers"; no non-participants; absence of learning disabilities or emotional problems traceable to the programs, and enjoyment of school attendance. Complaints were registered when school was closed for holidays. (Author)

ED 069 350

24

PS 005 938

Ehri, Linnea C. Ammon, Paul R.

The Development of Antonym Adjective Structures in Children. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-1-045

Pub Date Apr 72

Grant—OEG-9-70-0015(057)

Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Analysis, *Early Childhood, *Language Development, *Listening Comprehension, Scoring Formulas, Statistical Data, Structural Linguistics, Task Analysis

The purpose of this project was to explore and more carefully design studies of adjective-related structures and processes as they emerge during development in children between the ages of 4 to 8, since the salient characteristics in speech at this age tend to compare and contrast objects encountered in their environments. A group of 40 black and white males and females between the ages of 4 to 8 were tested. The methods used were: 1. Negative Word Association Task, 2. One-Dimension Description, 3. Coordinated Language, 4. Hungry Pig, 5. Transformation, 6. Language and Seriation, 7. Serialized Picture Comprehension, and 8. Clay Manipulation Task. The greatest performance differences occurred between ages 4 and 5, and ages 6 and 8, but race was not found to be a factor, and sex emerged only twice as a significant variable. Comprehension appeared to precede and be a requisite for production of coordinated language during development. Results, though tentative, were thought to offer suggestions for future research. Summary Analysis and Journal citations are included. (RG)

ED 069 351

PS 005 939

Grosett, Marjorie D. And Others

So You're Going to Run a Day Care Service!

New York State Education Dept., Albany. Div. of Intercultural Relations in Education.

Pub Date 71

Note—90p.

Available from—Day Care Council of New York, Inc., 114 East 32nd Street, New York, New York 10016 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Child Care Workers, Citizen Participation, *Community Involvement, *Day Care Services, Guides, Organization, *Program Planning

A handbook for citizens taking on the responsibility of running a day care program for the first time, starting at the beginning and presupposing nothing, is presented. Sections are provided on: organizing to establish a day care service; getting started as a sponsoring group; functioning as an ongoing board of directors; board-staff relations; labor-management relations; planning successful meetings; what goes into an educational day care program and how to recognize it; and evaluation. A glossary of terms is included. Appendices give detailed material pertaining specifically to New

York State and City but applicable to other areas of the country on such topics as: physical premises, seed money resources, request for and steps in incorporation, tax exemption and insurance, by-laws, personnel policies, job description, and check list for board efficiency. (LH)

ED 069 352

PS 005 940

Carrier, Bruce Holmes, Monica

Report on Preliminary Impact Data from a National Survey of the Parent-Child Center Program.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 72

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Collection, Family Programs, *National Surveys, *Parent Child Relationship, *Parent Participation, *Program Evaluation Identifiers—*Parent Child Center Program

Preliminary data are reported on the impact of the national Parent-Child Center Program (PCC), related to what is termed an immediate criterion of impact. The information summarizes numbers of families served and types of services provided, without evaluative interpretation. Introductory remarks give information on the purpose of the report, background, method of procedure, and instruments used. Chapters then focus on 1) parents: who they are, what they do at the PCC, what has happened as a result of PCC membership, objective and subjective measures of its impact; 2) children: who they are, what they do, and what has happened as a result of their PCC membership; and 3) staff: who they are, what they do, and the impact of PCC on them. Data are gathered from questionnaires and individually conducted interviews. (LH)

ED 069 353

PS 005 941

Carrier, Bruce Holmes, Monica

Clustering and the Selection of a Representative Sample of Parent-Child Centers for a Study of the Impact of the National Program.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 72

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classification, *Cluster Analysis, Data Analysis, Data Collection, Family Programs, *Low Income Groups, *National Surveys, *Parent Participation, *Program Evaluation

Identifiers—*Parent Child Center Program

Thirty-three Parent-Child Centers (PCCs) are grouped into five clusters according to thematic orientation of content or intent for parents' and children's programs in order to provide models which may be viewed as strata in selecting Centers as sampling points for Phase II of the national PCC evaluation—an in-depth study of project impact on low-income member families at the sample Centers. The rationale is presented for the choice of the particular Center to be studied within each cluster. Seven chapters make up the report, the first describing the techniques used to obtain the clusters. Chapters II through VI describe the five clusters identified, the implications for impact which might be expected as a function of each model, and the characteristics of the Center chosen to represent each particular model in Phase II. Chapter VII summarizes characteristics of PCCs selected as sampling points for the Phase II investigation of impact. Appendices are included on focus and leadership items, variables entered in preliminary clustering attempts, and additional data descriptive of the centers within each cluster. (LH)

ED 069 354

PS 005 942

McDaniels, Garry And Others

Case Studies of Children in Head Start Planned Variation, 1970-1971.

Maryland Univ., College Park. Coll. of Education.

Spons Agency—Stanford Research Inst., Menlo Park, Calif.

Pub Date 71

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Case Studies (Education), Data Collection, Documentation, Educational Research, Longitudinal Studies, *Preschool Education, *Program Evaluation, Teaching Models
Identifiers—Planned Variation Program, *Project Head Start

A case record methodology for documenting the behavior of individual children in the Head Start Planned Variation program is reported. Planned Variation is an attempt to provide longitudinal, comparative information as to the effects of formulated models on children served by preschool education programs. The report documents the behavior of children to determine if or where the Planned Variation Models produced identifiable variations in behaviors. Chapter II discusses child behaviors and model orientation, with conclusions drawn as to relative strengths and weaknesses of each type of model. Verbal statements of teachers and aides were also analyzed as to their dimension of support or non-support for the child's behavior. Chapter III discusses role-learning behavior, attending patterns, independent/dependent patterns, and patterns of expressing feelings. Interviews of parents are summarized in regard to their perception of changes. Documents were also summarized according to the child's interpersonal behavior toward adults, his behavior toward peers, and his task-related style. The final chapter describes the use of this approach with a background discussion of the naturalistic tradition and the study of behavior. Appendices include data on the observational team, organization, performance comparison, definitions, and sample case records. (LH)

ED 069 355 PS 005 943

Bissell, Joan S.

Planned Variation in Head Start and Follow Through.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jan 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Demonstration Programs, *Early Childhood Education, *Educational Programs, Government Role, Program Evaluation, Teaching Models

Identifiers—Planned Variation Program, Project Follow Through, Project Head Start

The programs of Planned Variation in Head Start and Follow Through are described in regard to their history, the models of early childhood education included in each, and the results found in the first major evaluations of the programs. Results from the studies are tentative but appear to provide milestones in understanding the relationships between school experiences and children's growth. Among the major findings are the following: (1) Participants made greater gains in achievement and cognitive development during the school year than did non-participant children; (2) Examining academic achievement and cognitive and attitudinal growth suggested an equality of effects of well-implemented educational programs; (3) Difference among Planned Variation approaches suggested a specificity of effects such that programs with specific objectives and strategies to achieve them were more effective in achieving the objectives than were other programs; and (4) Approaches differed in actual practice in accordance with their published descriptions. Future evaluations of the two programs will describe effects of different educational approaches after children have participated in them continuously for several years. (LH)

ED 069 356 PS 005 945

Johnson, Stephen M. And Others

How Deviant Is the Normal Child? A Behavioral Analysis of the Preschool Child and His Family.

Pub Date 72

Note—31p.; Paper presented at annual meeting of the Association of the Advancement of Behavior Therapy, (5th, Washington, D.C., 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Behavior Development, *Early Childhood, Family Environment, Family Life, Interaction Process Analysis, *Maladjustment, *Parent Child Relationship, Research Methodology, *Socially Deviant Behavior, Technical Reports

This article reports a study investigating deviant behavior in normal families. It examines non-problem children and their families in their homes. It provides information on rates of deviant behavior for children without identified behavioral difficulties and the interaction patterns of family members who deal with these children. It analyzes: (1) rate of deviant child behavior, (2) agents who affect it, and (3) relationship between rate of deviant child behavior and patterns of family interaction. Thirty-three families with a child 4 to 6 years old without treated behavior problems participated. Both parents, not under current psychiatric care, were living in the home, which included no more than four children. Results indicate that over 96% of the average child's behavior is nondeviant and 35% of it represents positive social interaction. Even the most deviant child displayed 88% appropriate behavior. The average child, however, puts out responses which parents consider deviant once every 3.17 minutes. The probability is that the child will not obey one out of every four commands the parents give. The conclusion is that deviant behavior is more successful in coercing people to respond. (DJ)

ED 069 357 PS 005 946

Adkins, Dee Ann Johnson, Stephen M.

What Behaviors May Be Called Deviant for Children? A Comparison of Two Approaches to Behavior Classification.

Pub Date Apr 72

Note—17p.; Paper presented at the Western Psychological Association Convention, Portland, Oregon, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Behavioral Science Research, Behavior Patterns, Comparative Analysis, *Early Childhood, *Family Attitudes, *Family Environment, *Maladjustment, *Observation, Personal Adjustment, *Preschool Children, Social Workers, Speeches

Identifiers—Hollingshead Index of Occupational Level, Observation Code, Shipley Harford Intelligence Test

In summarizing the results of naturalistic observations of children, it is often useful to have a reading of the child's overall deviance and the responses of social agents to these deviant behaviors. Traditionally, investigators have categorized a series of child behaviors as deviant based solely on their own assumptions with no empirical basis for classification. The present study was directed toward the deviation and comparison of two methods which could provide a more empirical classification base. In method 1, 66 parents of young children who had been recruited for observational research were given a questionnaire which required them to characterize the observed child behaviors as deviant or nondeviant. In method 2, behaviors were classified on the basis of the proportion of aversive and positive consequences which they actually received during the observation period. Those behaviors which received less positive and more negative consequences were presumed to be viewed as more undesirable or deviant. Comparisons of the two methods revealed a significant degree of agreement between questionnaire and observational derived classification. (Author)

ED 069 358 PS 005 947

Flapan, Dorothy

Assessment of Early Child Development.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biographical Inventories, *Child Development, *Evaluation, *Individual Development, *Measurement Instruments, Measurement Techniques, Mental Development, Personality Development, *Student Records

Identifiers—Short Assessment Outline

This is a short assessment outline for use by non-clinicians in evaluating the development of young children. It usually requires 20-30 minutes to assess one child. It may be used periodically to evaluate changes, as a year-end summary, or as a means of communicating with others who have contacts with the child. Sections of the assessment deal with: (1) development of various abilities, (2) development of emotions, (3) developmental characteristics and social relationships, (4) physical factors, (5) concerns about the

child, including family and life situation, and (6) final assessment, which includes a checklist of possible explanations and recommendations for action. (DG)

ED 069 359 PS 005 948

Children at Risk: The Growing Problem of Child Abuse.

Day Care Council of New York, Inc., N. Y.

Pub Date Jan 72

Note—28p.; Paper presented at seminar sponsored by The Day Care Council of New York, Inc., January 1972

Available from—Day Care Council of New York, Inc., 114 East 32nd Street, New York, N.Y. 10010 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Abuse, Conference Reports, Early Experience, Family Environment, Infancy, *Intervention, Parent Child Relationship, *Rehabilitation Counseling, Seminars, *Social Problems, *Welfare Problems

This booklet describes what people can do about child abuse, including the doctor, the hospital, those legally responsible to report suspected abuse, and the social agency. In New York City about 40 children per year die from maltreatment (1% of deaths of children under six years of age). Many parents of battered children were battered themselves. Outward symptoms indicate maltreatment by abusive parents. Day care programs can recognize and report suspicious incidents, prevent abuse, help rehabilitate families and educate the public. When a report is made, the Department of Social Services can close a case, resolve it without recourse to the courts, or gain protection of the State for the child. The doctor treats the child and retains him until the appropriate Family Court convenes. He is responsible for gathering the facts to be used in court proceedings. The court considers the facts, including the child's statements if he is old enough to talk, and makes the disposition of the case. It may suspend judgment, specify some particular form of conduct for the parents, or remove the child temporarily or permanently. A re-hearing may permit the return of the child to rehabilitated parents. The report concludes that a solution of this problem requires the full range of social, medical, psychiatric, legal and educational resources. (DJ)

ED 069 360 PS 005 952

Foster, Florence P.

Adventures in Cooking: A Collection of Recipes for Use in Nursery Schools, Day Care Centers, Head Start Programs, Kindergartens, and Primary Classrooms.

Pub Date Jun 71

Note—105p.

Available from—Florence P. Foster, 810 Harding Street, Westfield, New Jersey 07090 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activity Learning, *Child Care Centers, *Early Childhood Education, Early Experience, *Health Education, Kindergarten, Preschool Curriculum, Primary Grades, Program Descriptions, Skill Development

Identifiers—Project Head Start

This is a collection of recipes which children involved in early childhood education centers can prepare for their own consumption. The recipes were contributed by teachers in such schools based on their own successful experiences in using cooking as a learning experience for children to incorporate and integrate a number of intellectual tasks, language stimulation, sensory perceptual awareness, motor skills, social living and gratification into the school program. It includes recipes for soups, vegetables, meats, cheese and egg dishes, salads, relishes, dips and spreads, breads and butter, cookies, cake, pie, puddings and fruit desserts, beverage, and candy. The appendix includes an article on cooking in an early childhood curriculum, a bibliography of picture books to coordinate with cooking experiences, and a selected bibliography of recipe books. (DG)

ED 069 361 PS 005 984

Buck, Elizabeth And Others

Early Childhood Education.

Instructional Objectives Exchange, Los Angeles, Calif.

Note—160p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California

90024 (\$8.00 plus .20 postage/handling, order collection no. 40)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Behavior Development, *Curriculum Guides, *Early Childhood Education, Educational Objectives, Instructional Design, *Preschool Curriculum, Preschool Programs, Program Descriptions, *Training Objectives

This book contains a collection of instructional objectives and accompanying sample items for use with children in nursery schools, preschools, Head Start Programs and kindergartens. It encompasses selected topics from the arts, language arts, math and arithmetic skills, promoting physical development, science, and satisfying social and personal needs. A range of intellectual tasks is suggested, including classifying, problem solving, and creative expression. Administrators, program directors, and principals will find the collection useful in planning and assessing programs. The teacher is not expected to use all the objectives, but rather to select and modify those which meet her particular situation. Three common practices in modifying objectives are (1) changing the response expected of the learner, (2) changing the situation, and (3) changing the standard. For each objective given, a sample item and a criterion are also included. (DG)

ED 069 362

PS 005 985

Smith, Clare Coe. And Others
Head Start Curriculum Guide.
Warren City Schools, Ohio.
Pub Date Jul 71
Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Disadvantaged Youth, Educational Programs, *Instructional Materials, Lesson Plans, Multimedia Instruction, *Preschool Programs, *Teaching Guides

Identifiers—*Project Head Start

One of a series of guides for preschool teachers and aides, the book offers a Head Start curriculum guide to help achieve goals regarding social behavior, general attitudes, academic skills, health, and parent development. Information on curriculum is divided into areas of block time outline, classroom arrangement, building concepts (such as classification, number and space, seriation, language, and references), and arts and crafts. Equipment and materials and field trips are also outlined. Additional chapters are included on health services, supportive services, parent involvement, role and function of the educational aide, records, program evaluation, inter-staff relations, and volunteers. (LH)

ED 069 363

PS 005 986

Gross, Ruth G. And Others
Head Start - Kindergarten Educational Aides Handbook.

Warren City Schools, Ohio.

Pub Date Jul 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Disadvantaged Youth, Evaluation Criteria, *Guidelines, *Kindergarten, *Preschool Programs, Student Teacher Relationship, *Teacher Aides, *Training Objectives, Volunteers

Identifiers—*Project Head Start

Written guides for new teachers and aides entering Head Start and kindergarten programs in Warren City (Ohio) schools, as well as those who already have been teaching for some time, are presented. Chapters are provided on: the rationale for using educational aides; State licensing requirements; absence procedure; pre- and in-service training; qualifications; role and function of aides; task identification for both Head Start and kindergarten aides; methods of working with children; inter-staff relationships; career opportunities; and evaluation procedure. A selective bibliography is also included. (LH)

ED 069 364

PS 005 987

Licensing Your Community Child Care Center.

National Urban League, Inc., New York, N.Y.

Pub Date [72]

Note—17p.

Available from—National Urban League, 55 East 52nd Street, New York, N. Y. 10022 (single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, *Child Care Centers, *Community Programs, *Day Care Services, Government (Administrative Body), Guidelines, Local Government, Organization, Planning, State Government, *State Licensing Boards

Identifiers—National Urban League

The guide is intended to assist community groups in developing preschool programs, offering an outline of some of the procedural steps in organizing a child care program and a description of typical regulations found in State licensing codes governing establishment of such a center. Specific information is given on who may operate a child care center, the general steps necessary to open a center, licensing requirements that must be met, procedures for becoming licensed, and how to begin. It is pointed out that the development of a community program is not simple and that special arrangements may sometimes be necessary, such as establishing a coalition of several community groups or using an established well-known organization to act as fiscal agent on a temporary basis. Additional resources on licensing are listed. (LH)

ED 069 365

PS 005 988

Ward, Evangeline H.

The Young Black Child: His Early Education and Development.

National Urban League, Inc., New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 72

Note—24p.; A position paper prepared for the Educational Policy and Information Center, National Urban League

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Disadvantaged Youth, *Early Childhood Education, Environmental Influences, Family Role, *Negro Education, *Negro Youth, *Preschool Programs

The early education and development of the black child must involve his sense of who he is as a basic component of any services designed for him. This is most effectively achieved by those who care most, are most knowledgeable about his culture, are willing to learn about early human development, and are devoted to adapting all of these to each particular child. Guidelines for black child care and education services include: parental and community control of preschool programs; preschool programs as extensions, not replacements, of family and cultural environment; development and strengthening of the child's self-image; education curricula which will prepare each child with basic skills and a respect for learning; qualified staff to deal with specific needs of black children; inclusion of medical, nutritional, psychological and social services in preschool programs; inclusion of special services for the physically handicapped, emotionally disturbed, or mentally retarded; provisions for safe, positive atmospheres; parental involvement and training; and preschool utilization of other resources of the black community. (LH)

ED 069 366

PS 005 989

Bibliographies in Education No. 28: Early Childhood Education.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date May 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Booklists, Cognitive Development, *Early Childhood Education, Preschool Education, *Resource Materials
Sources consulted in preparing this bibliography on early childhood education include various Canadian, British, and American indices, covering an approximate period of five years, from 1966 to 1971. The items are divided into three sections: books and papers, numbering 318; articles, numbering 228; and theses, numbering 66. Material available through the ERIC Clearinghouse is so marked, as is material available from the Canadian Teachers' Federation. A listing is also provided of the previously published other 28 bibliographies in the education series. (LH)

ED 069 367

PS 005 990

Sibly, Nancy, Comp.

Bibliography of Open Classroom Articles.

Pub Date [72]

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Booklists, Classroom Design, Flexible Classrooms, Instructional Materials, Interior Space, *Open Plan Schools, School Design

Selected periodicals dealing with the open classroom concept are reviewed and evaluated in this annotated bibliography, which is intended as an introduction to open education for parents and concerned citizens. Technical journals are avoided. Some articles are singled out and rated as good, very good, or excellent. The majority deal with the open classroom in the United States, although others discuss the plan as practiced in Great Britain. (LH)

ED 069 368

PS 006 050

Proceedings, American Montessori Society Seminar (Minneapolis, Minn., June 16-19, 1971): Environments for Learning.

American Montessori Society, New York, N. Y.

Pub Date 72

Note—114p.

Available from—American Montessori Society, 175 Fifth Avenue, New York, N. Y. 10010 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Early Childhood Education, *Educational Programs, Environmental Influences, *Learning Motivation, Seminars, *Teaching Methods
Identifiers—*Montessori Schools

Papers from a seminar of the American Montessori Society are presented on various kinds of environments for learning. The first addresses itself to the ideas of Montessori herself, focusing on the interaction of the child at the place which he found himself as an alternative to interaction with an instructing and supporting adult. The power of environmental influences on the child's preparation for life is stressed. Subsequent papers deal with related topics of the psychological environment, pre-school curricula (comparative results), effectiveness training for parents and teachers, creative spaces, and children's literature. (LH)

ED 069 369

PS 006 051

Fowlie, E. H. And Others

Report of the Minister's Committee on Kindergarten Education: Final Report.

Saskatchewan Dept. of Education, Regina.

Pub Date 30 Jun 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, Financial Support, *Kindergarten, Kindergarten Children, *Parent Participation, *Public Support, Research, Surveys, Technical Reports

Identifiers—Canada, Ministers Committee on Kindergarten Education, Saskatchewan

Investigation of publicly supported kindergartens in Saskatchewan, Canada is reported. The Minister's Committee on Kindergarten Education held 12 meetings, received 140 briefs and attended 21 hearings in centers throughout the Province. In response to the investigation, the committee concluded that the time is right to implement publicly-supported kindergartens in Saskatchewan. Although implementation will not be easy in many school systems, interest of numerous groups in early childhood education, concern of parents, and recognized importance of early learning experience provide justification. Thirty seven recommendations design the implementation of such a program. The recommendations would phase in the program. (DJ)

ED 069 370

PS 006 052

Burgess, Lowery

Looking and Listening.

Workshop for Learning Things, Watertown, Mass.

Pub Date 72

Note—168p.

Available from—Workshop for Learning Things, Inc., 5 Bridge St., Watertown, Mass. 02172 (\$6.00, set of this publication and "Fragments", \$11, plus \$.50 postage/handling)

Document Not Available from EDRS.

Descriptors—*Auditory Perception, Environmental Influences, *Perceptual Development, Response Mode, Self Actualization, *Sensory Integration, Social Relations, *Visual Perception

The set of exercises, developed out of an earlier set called "Fragments," and used in conjunction with or separately from it, focuses on the

deepening of visual and aural perception and response. The questions and experiences the exercises imply are valid for any age level. Within the two large categories of looking and listening, the exercises are divided into three smaller categories. The first group explores questions of the relationship of images to self. The second poses problems and perceptions caused by changing the image or your relationship to it. The third group then revolves around ways of noticing through more or less formal concepts. Although the exercises are in one way directed toward the activity of looking at or listening to "art," they equally raise questions in a more general context of environmental and social interactions. They can be a focus on visual and aural experience, response and shaping dealing specifically with education in the arts and education of the artist. Different content will be yielded, depending upon the object, image, space, or situation in which they are done, or the discipline area in which they become activities. (LH)

ED 069 371

PS 006 053

Burgess, Lowery
Fragments.

Workshop for Learning Things, Watertown, Mass.

Pub Date 72

Note—158p.

Available from—Workshop for Learning Things, Inc., 5 Bridge St., Watertown, Mass. 02172 (\$6.00, set of this publication & "Looking & Listening," \$11, plus \$5.00 postage/handling)

Document Not Available from EDRS.

Descriptors—*Art Materials, Environmental Influences, Guidelines, Methods, *Self Actualization, *Sensory Integration, *Teacher Developed Materials, *Visual Perception

Based on experiences growing out of a high school course on visual education, exercise cards are presented which are concerned with the boundaries of experience. They may act as preparation and stimulus for traditional art classes. The activities are divided into groups of enduring activities: mapping, representing; sensory awareness; inner landscape (self); and building and making. An average of about 30 activities is described for each section. The experiences must be done, affirmed, and shared in order for their richness to be understood and for their explanations to be apparent. They are ordered toward more complex understandings. Among the first are keeping notebooks and color and dream journals, caring for an animal or plant, and drawing important objects in home or environment. Later activities include imagining a radically changed environment; redefining self in terms of ability, expectations, and wants; and exploring sculpture in motion and sound. (LH)

ED 069 372

PS 006 055

Stearns, Marian S. And Others

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood, and Recommendations for the Future.

Pub Date Oct 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Development, Early Childhood, *Early Childhood Education, Early Experience, Emotional Development, Environmental Influences, Handicapped Children, *Interagency Coordination, *Interagency Planning, Intervention, Longitudinal Studies, Low Income Groups, Physical Development, Research, Research Methodology, *Research Projects, Social Development, Social Planning, *Surveys
A review of current federal programs related to child development is presented in the form of description and analysis of research in fiscal year 1971. Research and developmental plans for fiscal year 1973 are also described with recommendations for the future. Eleven federal early childhood research agencies supported 700 projects in fiscal 1971 with over \$88 million. Most of the agencies did most of their work in applied research. Agencies involved were National Institute of Child Health and Human Development; National Institute of Mental Health; Maternal and Child Health Services; Community Services Administration; National Center for Educational Research and Development; Bureau of Education for the Handicapped; Bureau of Elementary and Secondary Education; Bureau of Educational Personnel Development; Office of the Secretary for

Planning and Evaluation; and Office of Economic Opportunity. Chapter One is a survey of present knowledge and questions concerning early childhood research and development. Chapter Two gives a description of research in fiscal 1971, giving areas and kinds of research. In the last part the funding, purposes, research areas and kinds of research for each agency are presented. Chapter Three describes research plans for fiscal year 1973. (DJ)

ED 069 373

PS 006 056

Stearns, Marian S. And Others

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood, and Recommendations for the Future. (Executive Summary).

Pub Date Oct 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Early Childhood, *Early Childhood Education, Early Experience, Emotional Development, Environmental Influences, Handicapped Children, *Interagency Coordination, *Interagency Planning, Intervention, Longitudinal Studies, Low Income Groups, Physical Development, Research, Research Methodology, *Research Projects, Social Development, Social Planning, *Surveys
The Interagency Panel on Early Childhood Research and Development, convened in the spring of 1970 by the Office of Child Development, reports on its activities among 11 federal agencies over an 18 month period. It conducted a survey of federally funded research in early child learning and development, developed a data bank, and gathered information on what we know and do not know about the subject. It also prepared a report containing a survey of significant research questions, an analysis of fiscal year 1971 early childhood research, a description of FY 1973 federal agency research plans, and an outline of future tasks of the Panel. A summary of this report is included. An appendix summarizes 8 agency plans for research in FY 1973 in chart form under the following headings: The Developmental Process; Effect of Primary Environmental Influences; Effect of Community and Broader Social Programs; The Global Approach and Combined and Comparative Effects; Research to Benefit All Children; Research on Methodology; and Study of Research Planning and Dissemination. (DJ)

ED 069 374

24

PS 006 061

Spodek, Bernard And Others

A Black Curriculum for Early Childhood Education: Teaching Units.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—191p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield, Urbana, Illinois 61801 (Cat. No. 1300-25, \$3.20)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*African American Studies, Bibliographies, Cultural Education, *Curriculum Guides, *Early Childhood Education, Educational Programs, Elementary Education, Instructional Design, *Negro Education, Reference Materials, Teaching Methods, *Unit Plan

Teaching units are presented for a black curriculum in early childhood education dealing with Africa and its children, language experiences and the black media, Afro-American arts, and social studies. Each unit is first discussed in general in regard to goals and content, and then each is broken down into specific objectives, content outline, teaching procedures, and materials. The units are directed at urban children and emphasize cultural heritage and self-awareness. A final resource unit provides the teacher and educator with a qualitative listing of materials about blacks, giving information on what is available for use with young children, and how and where to secure the materials. The resources include teachers' references, filmstrips and slides, films, records, pictures and posters, children's literature (picture, prose, and poetry), sources of materials, and annotated bibliographies. (LH)

ED 069 375

PS 006 062

Early Childhood Education: Report of the Task Force on Early Childhood Education.

California State Dept. of Education, Sacramento.

Pub Date 72

Note—69p.

Available from—Bureau of Publications, Early Childhood Education Department, California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Community Cooperation, *Early Childhood Education, Environmental Influences, *Government Role, Instructional Programs, Intervention, Legislation, Parent Role, *Preschool Programs, *Primary Education

Identifiers—California

The result of the work of a special task force, the design for an early childhood education program for California is given which formulates goals, performance objectives, program content standards, and an evaluation system for an overall articulated program. Chapters are presented on: the rationale for change; parent-community involvement; physical, social, and psychological services; a diagnostic/prescriptive approach to learning; proposed curriculum; the learning environment; teacher preparation; implementation of the plan; a review of the related literature; contributions from other countries; nationally funded sources or information; the White House Conference on Children, 1970; and recommendations and alternatives of the Education Commission of the States. The task force recommendations call for publicly-supported primary schools for children aged 4 to 8, clearly defined goals, adequate funding, the involvement of the community, parent education and involvement, appropriate school environment, the availability of health and social services, and continued emphasis on staff preparation. Selected references are included. (LH)

ED 069 376

PS 006 064

Madsen, Millard C. Kagan, Spencer

Mother Directed Achievement of Children in Two Cultures.

Spons Agency—California Univ., Los Angeles. Center for Research in Early Childhood Education.; Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Behavior Patterns, Childhood Attitudes, *Cultural Environment, Learning Motivation, Mexican Americans, *Mother Attitudes, *Motivation, Parent Child Relationship, Parent Role, *Rewards, Social Reinforcement, Success Factors

Mother-child pairs in a small Mexican town and in Los Angeles, California, were observed in two experimental situations in which the mother either controlled the rewards given to the child for success or failure or selected achievement goals for the child. The results of Experiment 1 were that mothers of both groups rewarded their children for success, but that Mexican mothers gave significantly more rewards for failure than did the U.S. mothers. The results of Experiment 2 were that the U.S. mothers chose significantly more difficult achievement goals for their children and did not lower the goal following failure as did the Mexican mothers. (Author)

ED 069 377

PS 006 065

Weiner, Bernard Peter, Nancy V.

A Cognitive-Developmental Analysis of Achievement and Moral Judgments.

Pub Date [72]

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Age Differences, Analysis of Variance, *Cognitive Ability, *Evaluative Thinking, Learning Motivation, *Moral Values, Negroes, Racial Factors, Sex Differences, *Social Reinforcement

In a cognitive-developmental analysis of achievement and moral judgments, 300 black and white subjects aged 4-18 made moral and achievement evaluative judgments in sixteen situations. The situations differed according to the intent (effort) and ability of the person being judged, and in the objective consequences of the behavior. Analysis of variance revealed that the

three evaluative dimensions of intent, ability, and outcome are systematically used in both achievement and moral appraisal. Further, there are highly significant age trends. In both the achievement and the moral conditions subjective intent replace objective outcome as the main determinant of judgment. However, following the age of 12 in the achievement context, objective outcome again becomes the more important determinant of evaluation. It is contended that society reinforces this more "primitive" developmental stage. Racial differences in the time of onset of the various stages were exhibited, although the sequence of evaluative stages was identical between racial and sex grouping. In addition, the data strongly support the position that achievement strivings are maintained by social reward, while moral behavior is controlled by social punishment. (Author)

ED 069 378

PS 006 067

Stern, Carolyn

Evaluation in Early Childhood Education.

Pub Date [72]

Note—6p.; Speech given before the Conference on Early Childhood Education (Marina del Rey, California)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Educational Objectives, *Evaluation Criteria, *Program Evaluation, *Success Factors

Historical and realistic bases account for hostility to the concept of evaluation on the part of nursery school teachers. The nursery school is primarily a middle-class institution and as such does not attempt to provide an intellectually stimulating environment, since that is already available at home. Other sources of opposition to evaluation are its linkage to "accountability" and differences in value systems and specific goals. New approaches to preschool education now make the role of evaluation even more critical, and there are ways in which it can serve the teacher, such as making her aware of the most effective methods of teaching for specific types of children. Evaluation is further important in the parent-participation programs and in meeting legislative requirements. Differences in kinds of evaluative data and in ways in which information can be collected are widespread, but concern should be with improving the relevance of evaluation as well as its technology. (LH)

ED 069 379

PS 006 068

Kagan, Spencer

Ethics and Concepts of Cultural Therapy.

California Univ., Los Angeles. Center for Research in Early Childhood Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Cultural Awareness, *Ethics, *Intervention, Moral Values, *Philosophy, Psychological Studies, Social Sciences, Therapy

Theories and practices of social scientists in relation to cultural change are described and evaluated. The first section considers psychology's emerging ethics, reviewing the work of Maslow, Fromm, and Money-Kyrle. Part II presents and considers some claims that specific cultures are maladaptive or sick, according to varying standards, and Part III discusses ethical and practical issues involved in intervention at a cultural level. The final section presents some models of cultural therapy, some analogies between individual and cultural therapy, and a personal approach. The models considered include psychoanalytic cultural therapy, behavior modification cultural therapy, and existential cultural therapy. The personal approach is integrative or eclectic. (LH)

ED 069 380

PS 006 083

Stern, Carolyn And Others

Identification of Preschool Children with Emotional Problems.

California Univ., Los Angeles. Center for Research in Early Childhood Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Emotionally Disturbed Children, *Emotional Problems, *Identification (Psychological), Predictive Ability (Testing), *Preschool Children, Psychological Patterns, *Rating Scales
Identifiers—*Kohns Behavior Checklist and Competence Scale, Project Head Start

A large-scale study was designed to assess the extent of emotional disturbance among Head Start children and to provide a consistent basis for selection if therapeutic intervention were indicated. The study's aim was to avoid the problem of shifting baselines by individual teachers for determining the degree to which their children were departing from normalcy and the tolerance limits they were willing to accept before assigning a child to therapeutic treatment. A total of 413 children were tested using Kohn's Behavior Checklist and Competence Scale to assess their overt functioning in group settings. The study seems to support the usefulness of this instrument and procedure for identifying, at an early age, children who are later likely to have severe problems. The question of whether therapeutic intervention with this population can have an appreciable impact on changing this prediction was the subject of a subsequent study. An examiner's manual for the Behavior Checklist and Competence Scale is included in this report. (LH)

ED 069 381

PS 006 087

Goff, Donna

Procedures, Costs, and Results of the Pilot Special Events Child Development Programs, Minneapolis and St. Paul, Minnesota, 1971 and 1972.

Pub Date [72]

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Care, Child Development, *Conferences, Educational Equipment, Equipment Standards, Nutrition, *Pilot Projects, Play, *Program Design, Program Planning, Special Services

Some procedures, costs, and results of the Pilot Special Events Child Development Programs in Minneapolis and St. Paul in 1971 and 1972 are reviewed. The program was designed to provide an innovative and stimulating experience for the children of parents attending a political conference. A chapter describing equipment needed includes toys for specific age groups, large equipment, office, first aid, and miscellaneous supplies, and activity supplies. Some art activities for young children are detailed along with a possible workshop for 6-12-year-olds and interest areas for special events child development programs. Sample programs and minimum State standards are given for food. Two organizational outlines are presented for in-center special events child development programs, including schedules and cost analyses, and an out-of-center special events child development program is similarly described. Evaluations and recommendations are included, as well as photographs and press releases, data on State standards, and other information. (LH)

ED 069 382

PS 006 088

How to Operate Your Day Care Program.

Jones (Ryan) Associates, Inc., Wyomissing, Pa.

Pub Date 70

Note—216p.

Available from—Ryan Jones Associates, Inc., 906 Penn Avenue, Wyomissing, Pa. 19610 (\$10.00 plus \$1.00 postage)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *Child Care Centers, Child Care Workers, *Day Care Programs, Educational Administration, Educational Planning, *Guidelines, Objectives, Organization, Planning, *Program Administration

Identifiers—Pennsylvania

Originally written to assist communities in Pennsylvania in the design and implementation of comprehensive child development day care programs to meet Federal Inter-Agency guidelines, this manual is geared to the specific needs of the administrator and is equally valuable for any program, large or small, public or private. Section I is on the selection and administration of personnel, with subsections on personnel selection committees, job descriptions, advertising, personnel selection and screening criteria, and administration. The second section on office management deals with budgeting, purchasing, record keeping,

and insurance contracts. Part III discusses the recruitment of children—selection criteria, methods, and intake. Part IV on setting up the day care program gives chapters on the advisory committee, inter-group relations, infants and toddlers, preschool and school-age groups, health, nutrition, social services, and parent and volunteer involvement. The fourth section on training personnel outlines purposes, goals, procedures, methods, content, and career development. The final evaluative section considers staff, children, physical environment, daily program, parents, office management, governing board, supportive services, strengths, weaknesses, and priorities. (LH)

ED 069 383

PS 006 089

Banet, Bernard And Others

The High/Scope Cognitive Preschool Curriculum: An Open Framework.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Learning, Early Childhood Education, Experimental Schools, *Language Development, *Parent Participation, Perception, Preschool Teachers, Program Descriptions, Space Orientation, Thought Processes, *Time Factors (Learning), Volunteer Training

This working paper is intended for inclusion in a curriculum manual for future publication, possibly in 1972. A guide for preschool teachers, it offers goals and methods designed to increase thinking power in children and given them the opportunity to express themselves in their own way. The basic elements of the Cognitive Preschool Curriculum are described: I. Arranging the Room, II. Establishing a Daily Routine, III. Active Learning, IV. Using Language as a Tool for Thinking, V. Sequencing Activities from Concrete to Abstract According to the Levels of Representation, VI. Temporal Relations, VII. Spatial Relations, VIII. Classification, IX. Seriation, X. Number Concepts, XI. Using Themes or Units, XII. Planning and Evaluating Every Day, XIII. Making Home Visits, XIV. Working with Volunteers. (For related documents, see PS 006 090-094.) (RG)

ED 069 384

PS 006 090

Banet, Bernard And Others

Action in the Cognitive Preschool Model.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *Discovery Processes, Early Childhood, Motor Development, Perceptual Motor Coordination, *Preschool Children, *Sensory Training, Space Orientation

Based on the actions of the child as a learner from infancy on, this paper is a working copy intended for inclusion in a forthcoming curriculum manual, to be published in 1972. Detailed lists include: 1. Action and Learning Throughout Life; 2. Action in the Preschool Classroom; and 3. Questions and Answers About Action. It concludes with a question and listing on, "How can the following be used for action experiences?" (For related documents, see PS 006 089, and 091-094.) (RG)

ED 069 385

PS 006 091

Thomson, Carole And Others

Child Management in the Cognitive Preschool Model.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Behavior Problems, Classroom Games, *Preschool Children, Preschool Teachers, *Problem Solving, *Self Control, Supervisory Training, *Teaching Guides, Teaching Techniques

In this working paper which is being revised as part of a curriculum manual for later publication, the prevention and treatment of some classroom problems are summarized. Some guidelines are provided for teachers of preschool classes, dealing with the importance of consistent routines, of allowing the child a choice in his classroom work,

and of avoiding confusion and frustration when tasks are too difficult for the child. Aggression, defiance or withdrawal are less likely to occur as children learn new concepts and are more in control of their feelings. The four chapters are headed: I. Developing Impulse Control Through the Daily Routine; II. Classroom Structure and Impulse Control; III. Teacher Planning Can Prevent "Management" Problems; and IV. Classroom Hints. (For related documents, see PS 006 089, 090, and 092-094.) (RG)

ED 069 386 PS 006 092

Nederveld, Patricia Thomson, Carole

Levels of Representation. Part I: Experience with Real Objects: The Object Level and The Index Level.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Language Learning Levels, *Object Manipulation, *Preschool Children, Thought Processes, *Visual Perception

The purpose of this sequence of a working paper intended for inclusion in a curriculum manual to be published in the future, is to provide the child with concrete experience, opportunities to represent things symbolically, and to learn the nature of symbols and how to read them. Examining objects, acting them out, and experimenting with them, the child learns to make representations. By feeling, smelling, watching and describing, as well as dealing with real objects, the child's understanding is increased. At Object Level, children use real objects and places, while at Index Level, a child is helped to remember the whole object, given only one aspect or part of it, and uses his own mental images. (For related documents, see PS 006 089-091 and PS 006 093-094.) (RG)

ED 069 387 PS 006 093

Banet, Bernard And Others

Levels of Representation. Part II: Experience with Representation: The Symbol Level and The Sign Level.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Early Childhood, *Figurative Language, *Perception, Preschool Children, Speaking, *Visual Learning

Identifiers—*Symbols

The second part of a working copy in preparation for inclusion into a curriculum manual to aid teachers of preschool children, this paper is devoted to questions, answers and discussions on Experience with Representation: 1. The Symbol Level, and 2. The Sign Level. It is noted that children cannot read or work with concepts they have not yet acquired, and that teaching alphabet, phonetics, and the actual writing of words, is probably not helpful for many at preschool level. It is also thought that preschool teaching might tend to interfere with learning to read or speak. Quiet Area activities are suggested, and that no child be pushed into large groups. The importance of environment is stressed, where speaking, writing and reading language is valued. (For related documents, see PS 006 089-092, and PS 006 094.) (RG)

ED 069 388 PS 006 094

Silverman, Charles And Others

Language in the Cognitive Preschool Model.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Reading, Expressive Language, Grammar, Language Instruction, *Oral Communication, Preschool Learning, Reading, *Speech Instruction, *Teaching Guides, *Vocabulary Development, Writing

This report concentrates on languages and is part of a working copy being revised for inclusion into a curriculum manual for preschool teachers. In encouraging children to speak, some Do's and Don't's are presented, such as not correcting the grammar or pronunciation of a young child, and

not relying on non-verbal gestures in giving instructions. The importance of conversing with a child instead of lecturing, and stimulating him with divergent questions are thought to be of help. Games and activities, having fun with languages, are suggested. The teacher must establish a way to relate to the child by speaking to him in a natural tone. The three chapters are concerned with: I. Encouraging Children to Speak; II. Helping Children Learn To Name, Describe, and Relate Things, People, Places, and Events; and III. Preparing Children to Read and Write. (For Related Documents, see: PS 006 089-093.) (RG)

ED 069 389 PS 006 095

Heimgartner, Norman Louis

A Comparative Study of Self-Concept: Open Space Versus Self-Contained Classroom.

University of Northern Colorado, Greeley.

Pub Date 72

Note—49p.; Research Study No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Design, Comparative Analysis, Environmental Influences, Flexible Classrooms, *Identification (Psychological), *Open Plan Schools, Permissive Environment, Personality, School Design, *Self Concept

Identifiers—Children's Self Social Constructs

Tests, Self Social Symbols Tasks
A determination was made of whether any change occurred in the self-concept of children in the open space environment as compared to the change of self-concept of children in a self-contained environment. A total of 216 children, part from an open space environment school and the others from self-contained classrooms at grade levels with one teacher per grade level, were administered the Self-Social Symbols Tasks and the Children's Self-Social Constructs Tests. From the data collected, it was concluded that: 1) children in open space have greater identification with the group than the children in self-contained classrooms; 2) children in open space have an increase in self-esteem while children in self-contained classrooms demonstrated a loss; 3) children in open space do not view themselves differently in the relationship of their size to that of an adult; and 4) children in open space do not identify with any one particular teacher. (LH)

ED 069 390 PS 006 096

Wohlford, Paul

An Overview of the Parent Project.

Pub Date [72]

Note—6p.; Portions presented at the annual meeting of the American Psychological Association, Washington, D. C., September, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Economic Disadvantage, Family Influence, *Intervention, Low Income Groups, *Parent Role, Participation, *Preschool Children

Identifiers—*Parent Project, Project Head Start

An overview is presented of the final report of the Parent Project, which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head Start. The nature, rationale, and interrelationships among the various components of the project are specified. The first part of the report reviews studies to prepare measures for the Parent Project—the invention, refinement, and replication of appropriate research instruments to use with the basic panel of Parent Project families who were to receive the participant group intervention. Part II deals with the studies of family dynamics and socialization with Parent Project evaluation methods and families. In Part III a review is given of the Head Start parents in the participant groups, with five sources of evaluative data assessing the effects of the participant group meetings, including the mothers' and children's pre- and post-test changes, parents' attendance at meetings, the content or process of the meetings, and data from a questionnaire study. (LH)

ED 069 391 24 PS 006 109

Alford, Roy W. Hines, Brainerd

Demonstration of Home-Oriented Early Childhood Education Program. Final Report.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0340

Pub Date Sep 72

Contract—OEC-0-71-3230(519)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Compensatory Education Programs, Disadvantaged Youth, Early Childhood Education, *Home Programs, *Parent Participation, *Preschool Learning, Program Effectiveness, *Rural Education

Identifiers—Appalachia Preschool Test, Frostig Test of Perceptual Development, Peabody Picture Vocabulary Test

This is a report on a one-year demonstration of the Appalachia Educational Laboratory's Home-Oriented Preschool Education Program conducted in Kanawha County, West Virginia, by the Kanawha County Board of Education. It involves 150 children, ages 3, 4, and 5 from a rural isolated section who watched 170 daily television lessons broadcast over a commercial station, participated in a weekly group session of 10 to 15 children in a mobile classroom facility under the direction of a certified teacher, and received a weekly home visit from a paraprofessional teacher. Evaluation included overall effectiveness to the program, relation of student achievement to areas of program emphasis and an assessment of parents' attitude toward the program. Pre- and post-testing revealed that, although the demonstration did not produce significant changes in IQ in comparison with the control group, such changes were obtained in the areas of pre-reading skills and in the overall achievement of the program's objectives. Parental attitude toward the program was highly positive. The successful operation of this demonstration of the HOPE Program by the Kanawha County Board of Education indicates that comparable results may be obtained when the program is replicated by school districts. (Author/DJ)

ED 069 392 PS 006 110

What Is Good Day Care?

Children's Bureau (DHEW), Washington, D.C.

Report No—DHEW-(OCD)-72-43

Pub Date 72

Note—8p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.15, Children's Bureau folder no. 53-1964)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, Community Involvement, *Community Services, *Day Care Services, Educational Objectives, *Evaluation Criteria, Home Programs, *Preschool Children, *Program Content

Definitions, standards, and activities of good day care are outlined in question and answer form in this evaluation booklet. Topics included are: services of the family day care home and the day care center; the availability and offerings of day care; types of children who need it; ways it can help; financial arrangements; and daily routines of each type of day care. Explanations are offered for the necessity of licensing and using social workers and for the special need concept of care. Final emphasis is on the community role, on what the effects are of inadequate day care, and on ways to improve the services or to initiate them. (LH)

ED 069 393 PS 006 111

Stevenson, Jean

How to Start a Parent Cooperative Program.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Child Development, *Cooperative Planning, *Cooperatives, Early Childhood Education, Educational Finance, *International Organizations, Legislation, Organization, Parent Participation, Planning, Preschool Children, *Preschool Education, Preschool Programs

Identifiers—Canada, Quebec

Procedures for establishing a parent preschool cooperative are described. Part I describes the procedures. Initial needs are information, a place for action, members, housing, staff and equipment. Design of Meeting 1 includes setting a time, date and place of meetings and arranging publicity. At the meeting, discuss purposes, advantages and responsibilities of a cooperative school. Sign up interested people, decide on a temporary working committee, and set up Meeting 2. Before this meeting, study provincial regulations. At the meeting, review advantages and

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responsibilities of cooperatives and enlist volunteers. Form committees to report at next meeting on housing, staff, by-laws, etc. At meeting 3, decide on date of registration and fee payment after committee reports. Decide on possible opening dates. At meeting 4, elect officers, discuss plans for orientation of parents and set date and place for regular parent meetings. Part II explores important considerations for good operation, including legislation standards, the constitution, incorporating, finance, organization and continuity. (DJ)

ED 069 394 PS 006 112

Learning Together. An Anthology of Features and Highlights from "The Parent Cooperative."

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).
Pub Date 70

Note—46p.

Available from—Parent Cooperative Preschools International, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada (\$2.00)

Document Not Available from EDRS.

Descriptors—*Cooperative Programs, Curriculum Planning, Kindergarten, Nursery Schools, *Parent Participation, *Preschool Education, Shared Services

Identifiers—*Parent Cooperative Preschools International

An anthology of features and highlights from "The Parent Cooperative" is presented, commemorating the tenth anniversary of the Canadian Parent Cooperative Preschools International. Included in the review are discussions of the theory behind a good cooperative preschool education, the relationship between parents and teachers working together as educators, the extension of the cooperative ideal reaching out around the world and for variously handicapped children, ways in which parents and educators can help enrich the child's experiences, and successful curriculum of a good preschool program. The book is extensively illustrated with drawings and photographs. (LH)

ED 069 395 PS 006 113

Safety in the Preschool.

Settles, Mimi

Pub Date [72]

Note—7p.

Available from—Parent Cooperative Preschools International, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada (\$0.25, Service Bulletin No. 14P)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Programs, Educational Environment, Equipment Standards, *Facility Requirements, *Physical Design Needs, *Preschool Education, *Safety, *School Safety, Specifications

Guidelines for safety in the cooperative preschool are outlined, emphasizing control of the physical environment to insure maximum freedom for the children compatible with maximum safety. Building standards are set for stairways, rooms, lavatories, parking lots, harmful supplies, and wading pools. Orientation for safety is discussed in regard to health, car pool rules, animals, mother assistant assignments, fire protection, civil defense, emergency cards, and emergency phone numbers. Daily school safety is stressed for children's clothing, transportation and arrival, use of both indoor and outdoor equipment, and various special events and field trips. (LH)

ED 069 396 PS 006 114

Chisholm, Joan

Pub Date 71

Note—9p.

Available from—Parent Cooperative Preschools International, Baie d'Urfe (Quebec).

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cooperatives, Early Childhood Education, *International Organizations, Newsletters, Newspapers, Parent Participation, Preschool Education, *Preschool Programs, *Publicize, Public Relations, *Public Support, Radio, School Community Relationship, Television

Identifiers—Canada, Quebec

Publicity for preschool cooperatives is described. Publicity helps produce financial support for preschool cooperatives. It may take the form of posters, brochures, newsletters, open

house, newspaper coverage, and radio and television. Word of mouth and general good will in the community are the best avenues of publicity that a cooperative nursery school has. Parents may be able to use their influence for publicity through churches, YMCA, YWCA, YMHA, civic associations, boards of education, county health services, political groups, public libraries, teacher's associations, professional societies, service clubs, and junior and senior chambers of commerce. (DJ)

ED 069 397 PS 006 115

Guernsey, Helena

Teacher Hiring.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cooperatives, Early Childhood Education, *Employment Interviews, International Organizations, Interviews, *Parent Participation, Personnel Selection, Preschool Children, *Preschool Education, Preschool Programs, Preschool Teachers, Recruitment, Selection, *Teacher Selection

Identifiers—Canada, Quebec

Procedures for hiring teachers for preschool cooperatives are described. Resources for finding suitable teachers are city or State councils of parent cooperative preschools, newspapers, personal contact, and announcements at local meetings. A teacher application form should be sent to the applicant and returned before the personal interview. Concerns of both the school and the applicant are important considerations in selection. Professional personnel should be involved in the interview, which may take place at the school or home of one of the members. Materials should include application form information and school manual information as well as prepared questions to ask the applicant. Know the next step beyond the interview so you can inform the applicant. Summing up the interview involves making notes, discussing and evaluating. A sample application form is given. (DJ)

ED 069 398 PS 006 124

Glasser, William

The Effect of School Failure on the Life of a Child.

National Education Association, Washington, D.C.

Pub Date 71

Note—25p.

Available from—National Education Association, 1201 Sixteenth St., Wash., D. C. 20036 (Stock No. 181-05598, single copies \$1.00, 2-9 copies, 10% discount; 10 or more copies, 20% discount)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Failure, *Childhood Attitudes, *Educational Change, Grading, *Psychiatrists, *School Systems, Teacher Attitudes

A psychiatrist discusses ways to help children who are failing in school, the reasons behind their failure and the self-perpetuating nature of failure. Teacher attitudes, the grading system, and the educational process itself are listed as three areas requiring change if failing students are to be helped. (CK)

ED 069 399 PS 006 126

Folkman, William S. Taylor, Jean

Fire Prevention in California's Riverside County

Headstart Project: An Evaluation.

Forest Service (DOA), Berkeley, Calif. Pacific Southwest Forest and Range Experiment Station.

Pub Date 72

Note—29p.

Available from—Forest Service, U. S. Department of Agriculture, P. O. Box 245, Berkeley, California 94701 (Single copy free); National Technical Information Service, U. S. Department of Commerce, Springfield, Va. 22151 (MF \$0.95, PB-211531)

Document Not Available from EDRS.

Descriptors—Accidents, Behavior Patterns, Educational Methods, *Fire Protection, *Instructional Aids, Motivation, *Preschool Children, Preservation, *Prevention, *Safety, School Accidents

Identifiers—Project Head Start, Riverside County, California

Results of evaluation are reported for a safety program devised by Head Start teachers and California Division of Forestry personnel to teach fire prevention education to Head Start children. Chapters describe the place of fire prevention in Head Start and causes of fire starting behavior in children. The Head Start Fire Prevention Kit is also described, with an evaluation given of its classroom use. The kit was found to be most successful in meeting the cognitive goals of the program, improving the children's understanding of certain cause-and-effect relationships concerning fire behavior. Positive changes in curiosity about fire and attitudes toward it were less apparent. Modification of the materials or in the instructions for their use, and the addition of suggestions for enrichment activities related to them, appear likely to improve materially goal achievement possibilities. (LH)

ED 069 400 PS 006 127

Walker, William E.

Identification of School-Related Objects as Perceived by Children on Primary School Levels.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on School Learning and Individual Differences.

Pub Date Aug 71

Note—38p.; Paper presented to Southeastern Psychological Association, Atlanta, Georgia, April, 1972; Professional Paper 71-5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association (Psychological), *Childhood Attitudes, Elementary Education, Environmental Influences, *Identification, Observation, Perception, *Primary Grades, School Orientation, Student Adjustment

Since the development of primary perceptual abilities in the child depends on a variety of factors that may differ distinctly in comparison with an adult, the present study purposed to discover a set of objects which the child himself relates with school, thus removing any adult bias created by this divergence in perceptual viewpoints. Results of the study, which used 405 students in selected classrooms, and which confirmed the hypotheses, indicated that: 1) A group of objects does exist which primary school children associate with school; 2) There are perceptual differences of the child and the adult, and there is need for evaluation of the adult-experimenter mode in selecting stimuli to be used in such studies; 3) There are differences between the lists precipitated by degree of common experience, complexities of the classroom, and differential skills; 4) Perceptions of objects as school-related tend to be more uniform at the more advanced levels; and 5) Race and sex significantly affect primary school age children's perceptions of objects as school-related. Appendices give examples of a child's drawings of his school and duplications of stimulus figures. (LH)

ED 069 401 24 PS 006 128

Thomas, Susan B., Comp.

Malnutrition, Cognitive Development, and Learning.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-70-2623(519)

Note—126p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Illinois 61801 (\$2.10, Catalog No. 1300-29)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Bibliographies, Childhood Needs, *Cognitive Development, Disadvantaged Youth, Health, Infants, *Intellectual Development, *Learning, Literature Reviews, *Nutrition

This bibliography is designed to be as comprehensive as possible on the effects of nutrition on learning. While a few of the citations are relatively old, they represent the beginning of research interest in the area. Most of the citations are from the late 1960's or early 1970's. Much of the research in the area uses animals as subjects, rather than children. For the most part, citations dealing with animal research have been omitted. A few representative studies of biochemical research are included. In preparing this bibliography, two computer generated searches were made on ERIC tapes, with a manual update through June, 1972. Each citation is abstracted.

A short paper summarizing the citations in the bibliography precedes the bibliography and was written as an introduction to the area, rather than as a comprehensive discussion of the findings. An author index follows the bibliography. (Author/DJ)

ED 069 402 24 PS 006 129

Howard, Norma K., Comp.

Day Care: An Abstract Bibliography (Supplement #1).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 72

Contract—OEC-0-70-2623(519)

Note—59p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Ill. 61801 (#1300-33, \$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Annotated Bibliographies, *Bibliographies, *Child Care, Child Care Centers, Child Development, Citation Indexes, *Day Care Programs, Educational Research, Environmental Influences, Equipment, Evaluation Methods, Government Role, Health Services, Instructional Staff, Parent Role, Standards

This updated abstract bibliography includes entries from "Research in Education" and citations of journal articles in "Current Index to Journals in Education," selected from the subject term index under Day Care Programs or Day Care Services. Topics discussed include: family day care, day care centers, child development, staff, standards, administration, equipment, parent participation, health services, physical environment, Federal and State aid, and methods of evaluation. Those items available through the ERIC Document Reproduction Service are indicated by ED numbers given the citation; addresses are given for those available from other sources. The items are generally dated from 1969 to 1971. In addition, an alphabetical list of the 44 journal articles, information about the ERIC clearinghouses and their addresses, and order information from ERIC Document Reproduction Service are included. (LH)

ED 069 403 PS 006 130

Nelson, Thomas O. Lawson, Michael

The List-Length Effect on Long-Term Memory: Forgetting or Lack of Original Storage?

Pub Date Sep 72

Note—14p.; paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, Sept. 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Cognitive Processes, College Students, *Educational Research, *Learning Processes, *Memory, *Recall (Psychological), *Research Methodology, Retention, Retention Studies, Speeches, Technical Reports

Identifiers—Shiffrin's Procedure

In a recent study by Shiffrin (1970) where list N was not recalled until after list N+1 had been studied, the length of List N was considered to be a variable that affected forgetting from long-term memory (LTM). However, due to a confounding in Shiffrin's design, recall failures could have been due either to forgetting from LTM or to lack of original storage in LTM. Using a modification of Shiffrin's procedure, the present study showed that the primary effect of list length is on original storage in LTM rather than on forgetting from LTM. (Author)

ED 069 404 PS 006 131

McCall, Robert B.

Habituation and the Response to Discrepancy: Implications for Memory, Retrieval, and Processing Perceptual Information.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—Fels Fund, Philadelphia, Pa.; Grant Foundation, New York, N.Y.; Public Health Service (DHEW), Washington, D.C.

Pub Date Sep 72

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Assoc. (80th, Honolulu, Hawaii, Sept 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adaptation Level Theory, Age Differences, Attention, Bibliographies, Cognitive

Processes, *Conceptual Tempo, Individual Development, *Infant Behavior, Infants, *Memory, *Perceptual Development, Research Methodology, Sex Differences, Speeches, Stimulus Behavior, Technical Reports

Function of attention in infants is explored. Assuming (1) that infants respond differently to novel situations than to familiar ones; (2) that the infant's pattern of response is a partial reflection of the process of acquiring a perceptual memory of the stimulus; and (3) that sex differences may occur in the rate of habituation, 120 infants either 12 or 18 weeks old received five presentations of a standard stimulus. After this, when the infant displayed a fixation of less than 3 seconds, the number of additional trials needed established their habituation criteria. Discrepancies of 0.1, 2, or 3 arbitrary units were introduced on the next trial. Results indicate that while young infants took longer to habituate than older ones, they showed no differences in response to discrepancies. If a new stimulus is presented before habituation is complete, infants respond differently than they would otherwise do. Conclusions are (1) Sex differences may reflect differences in maturation rates, (2) Developmental processes during the first few months of life may influence memorizing more than using what is learned and (3) Infants may moderate discrepancies by ignoring those he is not ready to assimilate. (DJ)

ED 069 405 PS 006 134

Van den Daele, Leland D.

Natal Influences and Twin Differences: Draft.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-72-30

Pub Date Jul 72

Note—37p.; sections of this paper were presented at the annual Behavior Genetics Conference (2nd, Boulder, Colorado)

Journal Cit—Journal of Genetic Psychology

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Genetics, Heredity, *Individual Characteristics, Infants, Intelligence Differences, *Intelligence Factors, *Research Methodology, Siblings, Statistical Analysis, Technical Reports, *Twins

A classification of natal influences is proposed with a model of their operation. Natal influences affect maternal capacity, maternal load, and maternal efficiency. Since maternal load is increased in twin pregnancy, results of twin studies must be generalized with caution. The method of co-twin control is exemplified by examination of a small sample. The results of the intrapair analysis imply that current formulations of hereditary and environmental contributions to phenotypic variation are inadequate to account for observed intrapair differences. Two alternative, though nonexclusive, interpretations of intrapair variation are suggested. The first interpretation stresses the role of complex maternal-fetal-environmental interactions, and the second, a "genetic indeterminism" which derives, in part, from the information characteristics of the genes. (Author)

ED 069 406 PS 006 135

Stabler, John R. Johnson, Edward E.

Children's Perception of Black and White Boxes and Bobo Dolls as a Reflection of How They Regard Their Own and Other's Racial Membership.

Pub Date Sep 72

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Caucasians, *Personality Development, *Preschool Children, Racial Characteristics, *Racial Discrimination, Racial Integration, *Research Methodology, Self Concept, *Self Evaluation, Speeches, Statistical Analysis, Technical Reports, Tests

Identifiers—Head Start

Investigation of how children's responses to black and white objects reflect racial concepts is reported. One series of experiments asking Head-start children to guess which objects they liked or disliked were hidden in black or white boxes. Although white children guessed more often that positively evaluated objects were in white boxes, black children also responded in this fashion with less consistency. Self concept statements were also linked to black and white boxes using tape

recorded statements. In naturalistic settings, children more often deposited trash in black boxes. When given plastic hats and told to run and smash boxes or bobo dolls, white children tended to hit the black targets first and black children hit white targets first, especially boys. The studies illustrate a method of measuring spontaneous reactions. Results indicate that by preschool age many black children have internalized the unfavorable racial attitudes of the larger society into their own psychological makeup. The assumption that the color white is better than the color black, or vice versa, is a socially relevant misconception which is worthy of change. Since children's attitudes in regard to color or racial differences are more easily modified, the generation to generation transmission of such attitudes may be most amenable to change by a program which focuses on children. (Not available in hard copy due to marginal legibility of original document.) (DJ)

ED 069 407 PS 006 136

Webb, James T. Mayers, Barbara S.

Developmental Aspects of Temporal Orientation in Adolescents.

Pub Date Apr 72

Note—9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association, Atlanta, Georgia, April 6, 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adolescence, Adolescents, *Age Differences, *Anxiety, Bibliographies, College Freshmen, Development, Grade 5, Grade 8, Grade 11, *Orientation, Research, Sex Differences, Statistical Analysis, Technical Reports, *Time Perspective

Identifiers—Future Extension, Mean Age Focus

Minus Chronological Age, Past Extension, Slossen Intelligence Test, Time Reference Inventory

Developmental influences on temporal perspective is investigated. Objectives of the study were to clarify whether temporal perspective develops in a continuous or discontinuous fashion and to determine sex differences in relation to temporal perspective during adolescence. The study included 20 boys and 20 girls in each of four age groups: 9 & 10; 12 & 13; 15 & 16; and 18 & 19. Subjects took the Time Reference Inventory in their usual classroom setting. This measures the mean number of years Ss project thoughts into the future and into the past, and a single orientation measure. Results indicate that sex differences should be replicated before considered significant. Age differences, however, were more reliable. Younger adolescents projected their thoughts more into the future than older adolescents, presenting a J shaped curve with increasing age. The same condition occurred for the single orientation measure. Conclusions are that future extension is a more reliable variable than past extension; sex differences are minimal; and anxiety is probably an important factor in orientation. (Not available in hard copy due to marginal legibility of original document.) (DJ)

ED 069 408 PS 006 137

Kopfstein, Donald

Risk-Taking Behavior in Children.

Pub Date 7 Apr 72

Note—5p.; Paper presented at the Annual Meeting of the Southeastern Psychological Assoc., Atlanta, Ga., April 7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Bibliographies, Cognitive Measurement, *Cognitive Processes, Grade 4, *Personality Assessment, *Research Methodology, *Risk, *Sex Differences, Speeches, Statistical Analysis, Technical Reports, Tests

The relationship between sex of the experimenter and of a child's cognitive style on risk-taking behavior is reported. The Subjects were 30 boys and 30 girls in the fourth grade. An adult female experimenter administered Kagan's Matching Familiar Figures task to half the children of each sex to give a measure of the children's reflective or impulsive cognitive style. An adult male administered the task to the other half. Then the children were given a risk-taking task which consisted of ten toggle switches in the off position. Nine of the switches are safe; for each one the child moves a light comes on and the child received two cents. The tenth switch turns on a buzzer and the child must return his

winnings. Two-way analysis of variance tests were done on the three dependent variables. The only significant difference among these four groups was between boys and girls with a male experimenter. Girls took significantly more risks when working with the male experimenter. Expected relationships between risk-taking and cognitive style measures did not appear. A review of risk-taking studies is included in the introduction. Replication of the sex difference is recommended. (DJ)

ED 069 409 PS 006 138

Strickland, Bonnie R.

Locus Of Control And Competence In Children.

Pub Date 72

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, Behavioral Science Research, *Behavioral Sciences, Behavior Rating Scales, *Childhood Attitudes, Performance. Several research studies conducted during 1971, designed to better understand and predict behavior variables related to a child's development of academic and social skills, are described. Nowicki Strickland IE scale, including 40 Yes-No questions readable at fifth grade level and understandable to younger children, was used. Reliability and validity data were gathered on more than 1,000 school children in grades three through twelve. Conclusions show a belief in internal control for both males and females in most cases appears related to a number of cognitive and competence behaviors described as attempts to master surrounding environment, including utilization of information about immediate past performance, concept solution, delay of gratification, and persistence at time-consuming and difficult tasks. (NF)

ED 069 410 PS 006 139

Schwarz, J. Conrad And Others

A Behavioral Comparison of Early and Late Starting Day-Care Children.

Pub Date 72

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychology Association (Boston, Massachusetts, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, Behavior Patterns, *Children, *Comparative Analysis, Early Experience, *Preschool Children

Based upon eight months of observation in the same setting, 19 three- and four-year olds who had been in day care from infancy were compared on nine behavior traits with matched subjects who had no day care experience prior to the study. The early-day-care group was found to be significantly more aggressive, motorically active, and less cooperative with adults. Consideration of these results in the light of other findings with the same and other samples, suggested that early day care experience may not affect adversely adjustment with peers, but may slow acquisition of some adult cultural values. (Author/NF)

ED 069 411 PS 006 140

Miller, Louise B. Dyer, Jean L.

Four Preschool Programs: Their Dimensions And Effects.

Louisville Univ., Ky. Dept. of Psychology.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—PHS-PR-10

Pub Date 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Child Psychology, Developmental Psychology, *Early Experience, Preschool Children, *Preschool Evaluation

Identifiers—Project Head Start

A progress report on an experiment begun in 1968, originally entitled "Experimental Variation of Head Start Curricula: A Comparison of Current Approaches," is given. Children were taught by one of four methods in Head Start at age of four years. In Kindergarten and first-grade years most had either Follow Through or Regular programs. Monitoring of classrooms was done through first-grade year. Results show Head Start program differences on Binet IQ obtained in pre-kindergarten year had disappeared by end of first grade, following steady decline for all groups. Ex-

perimental Head Starts were equal to city median and superior to similar (Title I) schools. (NF)

ED 069 412 PS 006 141

Parkin, Dixie Kasper, Joanne

Sitting Safety, Home and Family Education:

6755.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—48p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, Course Organization, *Curriculum Guides, Education, Family Life Education, Instructional Programs, Teaching Guides

Identifiers—*Quinquennial Program

A course of study, developed by teachers to make home and family education more meaningful and interesting to students, and focusing on privileges, responsibilities and characteristics of an effective babysitter, is presented. Contents include: the job; child development and guidance; accident prevention; and community and parental responsibility to children. A bibliography and appendix are added. (NF)

ED 069 413 PS 006 142

Kohlberg, Lawrence

A. P. A. (American Psychological Association)

Values Symposium Paper 1972.

Pub Date 72

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (80th Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Group Dynamics, *Individual Characteristics, Interaction Process Analysis, Psychological Characteristics, Social Psychology

In line with the symposium's address to means of describing and analyzing individual and group differences in values, analysis of assumptions of two research strategies, the cognitive-developmental and the attitude-strength, is given. A report on sample results on the same material handled by the two different strategies is presented. Analyses of variance indicate clear differences in social group in type of moral reasoning where differences were expected for theoretical reasons, and not where they were not, as for religious differences. (NF)

ED 069 414 PS 006 143

Levison, Cathryn A.

Sex Differentiation In Early Infancy: Problems In

Methodology And Interpretation Of Data.

Pub Date 72

Note—17p.; Paper presented at meetings of Midwestern Psychological Association (Cleveland, Ohio, May 4-6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Bias, *Methodology, Research Methodology, *Sex Discrimination

In an attempt to eliminate sexist bias in the design and interpretation of research, an investigation of early sex differences is presented. Included are quotations from "The American Woman," "Time," March 20, 1972, "To Be Young, Gifted, and Black" Lorraine Hansberry, "Change and Continuity in Infancy," Jerome Kagan. Results show that male and female subjects tend to view male and female babies differently. Male and female subjects tend to look at infants of their own sex in a more positive light than those of opposite sex. (NF)

ED 069 415 PS 006 144

Ososky, Joy D.

Relationships Between Fathers' Reported And Observed Behaviors With Daughters.

Pub Date 72

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Patterns, Children, *Family Life, *Family Problems, Family Relationship, *Parents

Comparisons between observed behaviors of fathers in a structured interaction situation with their five-year-old daughters and their reported behaviors as obtained from an interview are studied. Several consistencies and some differences

were found. Consistencies occurred more often in fathers' helping and demanding behaviors, as well as in their behaviors indicating non-involvement with child. Inconsistencies were most frequent in their reported and observed degree of encouragement of child's independence. Issues related to fathers' role in child rearing and to influence of methodology upon results obtained with different techniques were discussed. (Author/NF)

ED 069 416 PS 006 145

Wachs, Theodore D.

Early Experience And Human Development:

Methodological Complexities And Cautions.

Pub Date 72

Note—14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, Georgia, April 6-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Experience, *Human Development, *Methodology, Research Methodology

The inconsistent and non-significant results in human early experience literature and suggestions of why results of early experience manipulations have not measured up to enthusiasm for this topic are summarized. Section headings are: the problem of subject selectivity; the problem of environmental specificity; the problem of stimulus specificity; organismic variables; the problem of experiential stability. A bibliography is listed. (NF)

ED 069 417 PS 006 159

The Collaborative Study on Cerebral Palsy, Mental Retardation, and Other Neurological and Sensory Disorders of Infancy and Childhood. Bibliography No. 5, July 1971 through June 1972.

National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.

Report No.—DHEW-NIH-73-384

Pub Date 31 Aug 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Mental Retardation, *Neurology, *Sensory Deprivation

The fifth in a series of annual bibliographies of Collaborative Perinatal Project is presented. All manuscripts based on core data presented at national and international professional conventions and/or published in variety of medical and public health journals or periodicals are covered. (NF)

ED 069 418 PS 006 160

Wilson, Cornelia D. Lewis, Michael

A Developmental Study Of Attention: A Multivariate Approach.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-31

Pub Date Jul 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention, Behavior, *Early Childhood, *Early Experience, *Factor Analysis, Methodology, *Techniques

A factor analytic technique was applied to the attentional data from a visual episode presented longitudinally at 6, 13, 25 and 44 months of age. Two factors were identified: an orienting factor, consisting of fixation, cardiac deceleration, and cessation of activity, and an affect factor, consisting of smiling, vocalizing, and cardiac deceleration. (Author/NF)

ED 069 419 PS 006 161

Model Programs Compensatory Education:

Mother-Child Home Program, Freeport, New York.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—OE-72-84

Pub Date 72

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37085, \$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Compensatory Education, *Disadvantaged Youth, Environmental Influences, *Intervention, Learning Motivation, Mother Attitudes, Parent Role, Preschool Programs, Speech, Toys, *Verbal Communication

Identifiers—*Mother Child Home Program, New York

The Mother-Child Home Program was designed to modify the early cognitive experience of preschool disadvantaged children by "intervening" with a series of verbal stimulation activities planned to raise the child's measured IQ. Intervention was timed to occur with early speech development and within the context of family relationships. The program provided for structured verbal interaction between 2- and 3-year-old children and their mothers, centered around toys and books brought as gifts to the child by a trained program staff member. The program had four major components: 1) a focus on mother-child pairs; 2) the use of trained toy demonstrators who worked with the mother and child in their home; 3) Verbal Interaction Stimulus Materials (VISM) consisting of toys and books which formed the basis of the relationship; and 4) supervision, including selection of VISM according to specific criteria, development of methods to insure proper presentation of VISM, and monitoring the work of the toy demonstrators with each pair. Children in the treatment group showed statistically and educationally significant IQ gains when both professional social workers and trained nonprofessionals were used as toy demonstrators. (LH)

ED 069 420 PS 006 162
Model Programs Compensatory Education: More Effective Schools Program, New York, New York.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.—OE-72-87
Pub Date 72
Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37088, \$0.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Compensatory Education, *Disadvantaged Youth, Economic Disadvantage, Educational Experience, Educational Objectives, *Language Development, Public Schools, Student Attitudes, *Urban Youth

Identifiers—*More Effective Schools Program, New York City

The More Effective Schools Program was designed to prevent academic failure of disadvantaged urban children by focusing on their basic language and mathematics problems. It attempted to improve the quality of a traditional educational program through reducing the pupil-teacher ratio; offering more small-group and individualized instruction; providing remedial, tutorial, and enrichment instruction; extending instruction to prekindergarten and after school periods; and encouraging teachers to employ innovative methods such as team teaching. In addition to administrative personnel, the staff includes guidance counselors, psychologists, social workers, attendance teachers, psychiatrists, speech improvement teachers, community relations coordinators, classroom teachers, special teachers, and secretaries. When taking into account the effects of student attrition, the program does show benefits for the participants, although the superiority of program children over control groups has typically been quite small. Data from several evaluations support the conclusion that the program has been modestly successful in raising student achievement. (LH)

ED 069 421 PS 006 163
Model Programs Compensatory Education: Preschool Program, Fresno, California.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.—OE-72-88
Pub Date 72
Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37089, \$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, Cultural Factors, Curriculum Guides, *Demonstration Programs, *Disadvantaged Youth, Educational Experience, Ethnic Groups, *Language Development, Learning Motivation, Parent Role, *Preschool Programs

Identifiers—California Public Schools, *Fresno, Peabody Picture Vocabulary Test, PPVT

Part of a series of various Model Programs which informs educators about successful ongoing programs, the report describes the Fresno, California, preschool program that began as a pilot project serving 45 preschool, disadvantaged children during the 1964-65 academic year, and which during the 1969-70 academic year served 750 students at 19 elementary schools. The major components of the program are: 1) language, cognitive, motor, and social skill instruction; 2) adult to pupil ratio of 1:5; 3) health services; 4) intense community and parental involvement; and 5) continuing staff development. Personnel and methodology are described, with specific examples given of program activities which are designed to develop a functional English vocabulary and listening and speaking skills. Songs and poetry are especially effective in teaching the Spanish-speaking child. Results of the Peabody Picture Vocabulary Tests indicate that the program has consistently raised the IQ of its participants by approximately 10 to 15 points, regardless of their ethnic origin, suggesting that the program is a continued success. (LH)

ED 069 422 PS 006 164
Model Programs Compensatory Education: Project Early Push, Buffalo, New York.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.—OE-72-89
Pub Date 72
Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37090, \$0.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Demonstration Programs, *Disadvantaged Youth, Educational Experience, Enrichment Experience, Environmental Influences, *Preschool Programs, Public Schools

Identifiers—Buffalo, New York State, Project Early Push

Part of a series of various Model Programs which informs educators about successful ongoing programs, the booklet describes the Project Early Push in Buffalo, New York, a preschool program for disadvantaged 4-year-olds which has been operating since 1966. The program provides experiences which are basic to later reading success and which are usually missing in traditional preschool environments. Specific objectives include: nurturing a healthy self-concept; improving perceptual, discriminatory, labeling, and concept-building abilities; enlarging understanding of the environment; encouraging self-expression; developing body coordination; and encouraging interaction with others. Distinguishing characteristics of Project Early Push include small classes arranged into several interest centers, a relatively unstructured curriculum, extensive field trips, intensive parental participation, and regularly scheduled inservice training. By the 1970-71 academic year the program had expanded to include 22 schools. Evaluation data have shown consistent gains in IQ for the project children. (LH)

ED 069 423 24 PS 006 165
Ball, Rachel S.

Comparison of Thinking Abilities of Five-Year-Old White and Black Children in Relation to Certain Environmental Factors. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-O-I-052
Pub Date May 72
Grant—OEG-9-9-120070-0018(057)
Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Race, *Cognitive Development, *Environmental Influences, Family Influence, Longitudinal Studies, Mother Attitudes, *Negro Youth, Predictive Measurement, Preschool Children, *Racial Factors, *Thought Processes

Preceded by three studies of preschool children, this research compared the thinking abilities of 5-year-old white and black children in relation to certain environmental factors. All of the 2413 children were chosen to conform with the earlier studies by having approximately one-fourth with mothers having graduated from college, one-half graduated from high school, and one-fourth with ninth grade education or less. A

questionnaire covering the environmental influences in the life of the child was asked of each mother, and the questions were analyzed to determine the relationship to the thinking ability of the children. Some of the findings were: marital status is more related to performance in black children than in white; father's occupation has a more differentiating effect in blacks than in white in the semantic context; age is more effective for spatial abilities than for language; sex contributes little at this age level; race is more effective for language-based performance than for spatial relations; white children with higher scores seem to have more permissive, more concerned homes; black children with high performance seem to have highly structured homes with concerned, striving adults. (LH)

ED 069 424 PS 006 166
Shipman, Virginia C.

Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No.—PR-72-13
Pub Date Jun 72
Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, *Disadvantaged Youth, Factor Analysis, Interviews, *Longitudinal Studies, Mother Attitudes, Parent Role, Questionnaires, Reactive Behavior, *Socioeconomic Status

Identifiers—*Project Head Start

Part of a Head Start longitudinal study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables. (LH)

ED 069 425 PS 006 167
Collier, Alan R.

Overview Snapshot Observational Technique (OSOT): Administration Manual Experimental Research Form.

Florida Univ., Gainesville. Coll. of Education; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date Jul 72
Note—57p.; Revision

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Data Collection, *Early Childhood, Educational Programs, Evaluation, *Information Dissemination, Instructional Materials, Interaction, *Manuals, Psychomotor Skills, Reliability, *Student Needs, Validity

Identifiers—OSOT, *Overview Snapshot Observation Technique

Overview Snapshot Observational Technical (OSOT) is specifically designed to allow users to obtain both pictorial and categorical data related to the transactions in context component of early childhood (prekindergarten and kindergarten) educational programs. Such information is especially useful in operations calling for descriptive evaluation. OSOT's major focus is upon the student—the student in relation to others, to places and to things—in the classroom environment. The five dimensions evaluated by OSOT include: (1) the student's location in the classroom, (2) his interactions with others, (3) his encounters with instructional or play material, (4) his attention to others and/or his involvement with instructional materials, and (5) the strenuousness or intensity of his motor activities. The OSOT procedures, which requires the observer to collect notational data in a graphic-like framework not only enables

the user to describe visually the transactional component, but also enables him to categorize the pictorial data, in any suitable manner, at any convenient time in the future. This manual contains descriptions of the five OSOT dimensions, the OSOT notational system, the OSOT data-collection procedures, and the OSOT information-presentation procedures. Reliability and validity issues are discussed and examples of possible data-collection, coding, and information forms are provided. (Author/CK)

ED 069 426

PS 006 168

Williams, John E.

Racial Attitudes in Preschool Children: Modification Via Operant Conditioning, and a Revised Measurement Procedure.

Pub Date 72

Note—17p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Affective Behavior, Early Experience, Evaluation, *Measurement Techniques, *Operant Conditioning, Parent Influence, Pictorial Stimuli, *Preschool Children, *Racial Attitudes, Rating Scales, Research, *Semantic Differential, Youth

Identifiers—*Preschool Racial Attitude Measure

The problem of measuring attitudes in preschool children is discussed. The general rationale employed is closely related to that of the semantic differential (SD). Research employing the SD with older children and adults has demonstrated that the primary dimension of affective meaning is that of evaluation. It has also been shown that evaluation scores from the SD are closely related to scores obtained from conventional attitude scales. It was demonstrated that a comparable evaluation dimension is present at the preschool level, and procedures were developed for assessing attitudes in preschool children employing this rationale. Procedures are picture-story techniques in which the child is shown a picture containing two figures and is told a story in which a positive or negative adjective is employed. The child is asked to select the figure which he thinks is the one described in the story. This method has been used to assess preschooler's attitudes toward the colors white and black and toward human figures with light and dark skin-color. Findings and results of this and other studies are described and a new revised version of the Preschool Racial Attitude Measure is presented. Conclusions include: (1) A child's racial attitudes may be associated with certain parental variables, and (2) Racial attitudes may partially result from the child's early learning experiences involving light and darkness. (Author/CK)

ED 069 427

PS 006 169

Roodin, Paul A. Simpson, William E.

Effectiveness of Social Reinforcement as a Function of Children's Familiarity with the Experimenter.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Data Analysis, Grade 1, Grade 5, Hypothesis Testing, *Reinforcement, Research, *Response Style (Tests), *Social Reinforcement, *Testing

This study was designed to examine the effectiveness of social reinforcement as a function of familiarity with the adult agent administering the reinforcers. First and fifth grade children were tested in a marble dropping task on two successive days. On the second day half of the children at each grade level were tested by the same experimenter (familiar condition) while a different experimenter (stranger condition) tested the other half. First graders were more responsive to social reinforcement provided by a familiar adult than by a stranger. Fifth graders tended to be equally responsive to social reinforcement from either a familiar adult or a stranger. These data failed to provide direct support for either the valence or arousal hypotheses of social reinforcement effects. A cognitive interpretation was suggested to account for the data. Problems associated with experimental designs and dependent measures in studies assessing the effectiveness of social reinforcement were discussed. (Author)

ED 069 428

PS 006 175

Beller, E. Kuno

Impact of Early Education on Disadvantaged Children.

Pub Date 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Cognitive Tests, Comparative Analysis, *Disadvantaged Youth, Emotional Development, Home Visits, Inservice Teacher Education, Intellectual Development, *Intelligence Level, Intelligence Tests, *Intervention, Measurement Techniques, Motivation, Nursery Schools, Parent Teacher Cooperation, *Primary Grades, Public Schools, Socioeconomic Influences, Testing, Urban Areas

The present study was undertaken to investigate the interplay of motivation, socio-emotional interactions between the child and his educators in the impact of early educational intervention on the later development of disadvantaged children. The study attempted to concentrate on obtaining a broad spectrum of the child's functioning and changes in the child's functioning over time. The focus was equally on immediate and long range effects of early educational intervention. By attempting to encompass a wide range of the child's functioning and a broad temporal span it was hoped to avoid ending up with fragmented findings. The children were drawn from four public schools located in an urban slum area. Negroes constitute seventy-one percent of the population in the target area. Each of four schools in the area opened a nursery program for 15 four-year-old children. Each classroom had one head teacher and one assistant teacher. The classes operated four days a week; on the fifth day, the teachers were engaged in a continuation of their in-service training program, making home visits, and working closely with parents and school personnel. Three different types of measures were employed to assess development in the area of intellectual functioning: standardized intelligence tests, measures of academic achievement, and a measure of cognitive style. Measures of socio-emotional functioning were also employed. Two major findings are: (1) The three groups on entering school did not differ from each other on their intellectual functioning; and (2) Initial exposure to school resulted in a larger increase in the level of intellectual functioning. (CK)

ED 069 429

PS 006 176

Dennis, Virginia C. Powell, Evan R.

Nonverbal Communication in Across-Race Dyads.

Pub Date Sep 72

Note—8p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Body Language, *Communication (Thought Transfer), Data Analysis, Females, *Hypothesis Testing, *Interaction Process Analysis, Intermediate Grades, Males, Primary Grades, *Race Relations, Secondary Grades, Summer Schools

Identifiers—*Dennis Infracommunication Analysis Device DIAD

This is one of a series of proxemic studies of dyadic communication behavior made by the authors in natural, academic and laboratory settings with the use of the DIAD. Based on the theory of anthropologists Hall (1966) and Birdwhistell (1970) and developed empirically as initial observations of dyadic interaction were made, the Dennis Infracommunication Analysis Device DIAD (Dennis, 1971) is shown to produce interpretable data. Justification for this sort of instrumentation is presented along with the hypothesis that pupils interacting across race with other pupils and their instructors tend to space themselves at a greater interpersonal distance at the junior high age level than at the intermediate or primary age levels. Sixty-two hundred pupils at primary, intermediate, and junior high levels observed interacting in 910 dyads with each other and their teachers in an unstructured summer school setting. Data support the hypothesis ($p < .05$) for pupil to pupil communication. (Author)

ED 069 430

PS 006 177

Tobias, Sigmund

Anxiety, Attribute Treatment Interactions, and Individualized Instruction.

Note—18p.; Paper presented at the 80th Annual Convention of the American Psychological Association, Honolulu, Hawaii, September 2-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Classroom Techniques, Comparative Analysis, *Educational Objectives, Educational Theories, Evaluation, *Individualized Instruction, Instructional Materials, *Interaction, Psychology, Research, Teaching Techniques

This thumbnail review of the symbiosis between psychology and education is intended to suggest that perhaps those concerned with education have borrowed too uncritically the fashionable topics in psychology. What is of particular concern is the usefulness of the anxiety construct for research and theory dealing with individualized instruction (II), and attribute treatment interactions. Individualized instruction today implies individualization in only one respect: pupils proceed through the same materials, in pretty much the same way, but they do so at their own rate. Individualization of the method of instruction hinges upon the establishment of attribute treatment interactions (ATIs). The major purpose of this paper is to critically evaluate ATI studies in which anxiety has been used as the attribute variable. A comparison of the distinguishing characteristics of individualized and conventional instructional practices suggests a compelling rationale for expecting an interaction between anxiety and these two instructional strategies: In II, students are required to master a clearcut instructional objective; in conventional instruction, objectives are frequently non-existent and/or vague. Two other studies of this nature were reviewed. All of the studies reviewed are inconclusive regarding ATIs between anxiety and classroom instruction or II. However, the present rationale suggests that such interactions are possible. (CK)

ED 069 431

PS 006 178

Young, William T.

An Investigation of the Singing Abilities of Kindergarten and First Grade Children in East Texas.

Pub Date Aug 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, Child Development, *Comparative Analysis, Data Collection, Educational Games, Evaluation, Females, *Grade 1, *Kindergarten Children, Males, Negroes, Preschool Children, Research, *Singing, Tape Recordings, *Testing, Vocal Music

Identifiers—Texas

The overall purpose of this study was the investigation of the singing abilities of kindergarten and first grade children. Information was sought concerning the following: (1) the maximum singing range of preschool children compared to that of first grade children, (2) the range within which accurate singing could be expected from the majority of kindergarten and first grade children, (3) the relative ease with which most children hear and vocally reproduce comparable major and minor melodies, and (4) the developmental stages in musical growth evidenced by kindergarten and first grade children. Related research is reviewed. The present study was conducted in two cities. The criterion test, administered as a game, was given individually to each child. Each item of the test was played on a sing bell by the examiner, then sung by the examiner. The examiner then asked the child to sing the item. The entire test was recorded on magnetic tape for later evaluation. Results include: (1) The child in this stage of development habitually uses his speaking voice instead of his singing voice; (2) The child will normally sing in a vocal quality, but will not consistently perform the correct melodic direction; (3) There are two types of singers: the one who sings at the proper pitch level but evidences intonation problems, and the one who transposes the entire melody to another key; and (4) The child will sing most of the melody accurately. It is concluded that girls possess lower pitched voices than boys and blacks lower than whites and that white children have a wider singing range than comparable black children. (CK)

ED 069 432 PS 006 179

Katz, Phyllis A.

Stimulus Predifferentiation and Modification of Children's Racial Attitudes.

Pub Date 72

Note—15p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Changing Attitudes, *Childhood Attitudes, Control Groups, Experimental Groups, Grade 2, Grade 6, Kindergarten Children, Negroes, Perception, Preschool Children, *Racial Attitudes, Stimuli, *Task Performance, Test Results, Tests, *Visual Stimuli

Identifiers—Projective Prejudice Test, Social Distance Index

The theoretical rationale underlying the present investigations begins with the assumption that perceptual categorization of racial groups is a prerequisite for subsequent attitude development. It is predicted that if increased perceptual similarity of other groups does indeed initiate attitude acquisition, then it follows that a decrease in similarity should conversely make it more difficult for the child to maintain negative attitudes. For the 1st study, 192 nursery school and kindergarten Ss were used. Half of the Ss were black and half white. In order to test the prediction, two-choice discrimination learning tasks were used to assess similarity. The tasks employed schematic facial drawings as discriminanda. Stimuli were presented by means of a Kendler-type apparatus with two apertures. The findings are generally in accordance with the view that racial labels may increase the perceptual similarity of another race prior to the time that children enter the first grade. The second study sought to obtain data with regard to the question of what happens to attitudes when perceptual differentiation techniques are introduced. Ss were 96 black and white children from the second and sixth grade. The two tests of major interest to this study are the Projective Prejudice Test and a Social Distance Index. On both instruments, Ss were told that testers wanted to know what kinds of things make children want to be friendly with other children. Findings include: (1) Younger children expressed more prejudice, and (2) Both distinctive labeling and stimulus predifferentiation training elicited lower prejudice scores than did a no-label control condition. (CK)

ED 069 433 24 PS 006 187

Thomas, Susan B.

Nutrition and Learning in Preschool Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—25p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Ill. 61801 (\$0.45, Catalog No. 1300-32)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Disadvantaged Environment, Human Development, *Low Ability Students, Mental Retardation, *Nutrition, Physical Characteristics, Preschool Children

Identifiers—*Malnutrition

This paper describes the behavior of nutritionally deprived children, and findings indicate retarded physical and mental growth. Based on the extensive bibliography entitled, "Malnutrition, Cognitive Development and Learning," which contains 187 citations with abstracts, a concern is whether malnutrition effects are reversible or permanent. Since the child's full range of intelligence potential might be affected, he may grow into an adult who functions marginally, marry and raise a family in the same tradition. Types of malnutrition are discussed, and recommendations for nutrition education day centers for the disadvantaged are stressed. (RG)

ED 069 434 24 PS 006 190

Coller, Alan R.

Systems for Observing Parent-Child Interactions.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—32p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois, 61801 (\$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Attitudes, Early Childhood, *Infant Behavior, Measurement Techniques, *Observation, *Parent Child Relationship, Relationship, Tests

This report is concerned with systems useful for observing parent-child behavior. Part I. discusses observations in contrived situations, unstructured situations; in neighborhoods, laboratory, home and classroom. The paper details the point-time sampling approach, intersession rating procedure, anecdotal records, diary descriptions, (topical and comprehensive) and narrative summaries. In Part II, basic observational procedures are presented, along with thirteen conducted experiments involving Mother/Infant, Mother/Child. The methods used in testing for verbal expression, cooperation with tutor, anxieties, lax control of the child, hostile involvements and interest in the child's education, are outlined and evaluated. An annotated bibliography is included. (RH)

ED 069 435 PS 006 192

Stank, Peggy L. Hayes, Robert B.

An Investigation of the Effects of a Diagnostic Prescriptive Kindergarten Program on the Predicted Reading Levels of Children Identified as Potential Reading Failures. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-C-061

Pub Date Oct 72

Grant—OEG-3-71-0130

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diagnostic Tests, *Group Intelligence Testing, Illiteracy, *Kindergarten, Low Income Groups, Prereading Experience, Reading Failure

Identifiers—*Potential Illiterates

An experimental design with experimental and control groups was used to evaluate the effect of a diagnostic structured kindergarten program upon the predicted reading levels of low income area children. The effect was compared with the effect of the traditional kindergarten program. The effects of the two curricula upon the total group of children in each curriculum, and upon the subgroups of Predicted Reading Level-Failure children were compared. The Jansky Predictive Index of Reading Performance was used as a criterion measure, and the Illinois Test of Psycholinguistic Abilities was used for diagnosis. The data analyses showed the diagnostic program to be superior to the traditional curriculum in raising predicted reading levels of the total groups of children and the Predicted Reading Level-Failure subgroups. (Author/RG)

ED 069 436 PS 006 193

Powers, Donald E.

A Discussion of Preliminary Findings for the Evaluation of the New Approach Method (NAM). The First Fifty Graduates.

Educational Testing Service, Princeton, N.J.

Pub Date 27 Jul 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Early Childhood, Listening Comprehension, Parent Participation, *Program Effectiveness, Testing Programs, *Visual Perception

Identifiers—New Jersey, Sesame Street, Stanford Early School Achievement Test, Trenton

The purpose of this preliminary report was to provide information on the New Approach Method, on program effectiveness which can be used for decision-making. The first fifty children, half boys, half girls, were tested for attitudes toward Reading-Related Activities. Immaturity of children caused a delay in the completion of this program, since children take various amounts of time to finish, and it was decided that one year was not enough to make conclusions. Thus far, general opinion is that gains have been made and skills mastered through the NAM program. Parental reaction to NAM is discussed and nature of the evaluation explained. (RG)

ED 069 437 PS 006 194

Caldwell, Bettye M.

Kramer School—Something for Everybody.

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [71]

Note—34p.; A chapter of "History and Theory of Early Childhood Education," by S. J. Braun and E. P. Edwards

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Child Care, Child Development, *Compensatory Education Programs, Continuous Progress Plan, Disadvantaged Youth, *Early Childhood Education, *Educational Change, Elementary School Students, Family School Relationship, Home Programs, Intervention, Preschool Children, Preschool Education, *Program Descriptions, Teacher Programs, *Ungraded Schools

Identifiers—Kramer Project

A description of the Kramer Project to improve the general welfare of children and families is given. The purpose of the project is to provide age-appropriate developmental guidance from early infancy through the end of childhood years. The school, located in the heart of Little Rock, Ark., provides an educational program for children from infancy through sixth grade. It involves 250 children from 127 families and two foster homes. Approximately 150 additional families are involved through home visits and other research projects. Sixty percent are black. One-third are from families receiving some type of welfare. Components of the program include a comprehensive early childhood program beginning in early infancy; a dynamic elementary program offering continuity of developmental support; day care for all children who need the service; a broad research program in child development and education; a comprehensive array of supportive family services; and a training program for staff and students. Though the program is still in the experimental stage, it has engendered a great amount of interest. (DJ)

ED 069 438 PS 006 195

Stanton, Donalda J. Ainsworth, Mary D. Salter

Individual Differences in Infant Responses to Brief, Everyday Separations as Related to Other Infant and Maternal Behaviors.

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individual Differences, Infant Behavior, *Insecurity, Parent Child Relationship, Security, *Sensory Deprivation

Individual differences in four separation-related behaviors, protest, following, and positive greetings or crying on reunion, were examined for 26 infants observed intensively at home during the fourth quarter-year, and considered in relation to one another, to other infant behaviors, and to maternal behavior. Contrary to Freudian and other hypotheses, separation protest was found to be related positively to maternal unresponsiveness to crying and negatively to maternal sensitivity to signals, while positive greetings had the converse of these relationships. The first factor yielded by a factor analysis seemed to reflect a security-insecurity dimension in an infant's organization of attachment behavior to his mother. The anxious cluster of behaviors included separation protest and crying on reunion, as well as crying when put down and frequency and duration of crying in general. The secure cluster included positive greetings on reunion and (to a lesser extent) following a separation, as well as positive responses both to being held and being put down. These findings do not yield a picture of simple positive co-variation among attachment behaviors, but rather one of complex patterning with positive co-variation within, but not between, behavioral clusters. (Author)

ED 069 439 PS 006 221

Home Start Evaluation Study.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 72

Note—214p.; Interim Report I

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Case Studies, Child Development, *Compensatory Education Programs, Culturally

92 Document Resumes

Disadvantaged, Early Childhood Education, Educational Change, Educational Research, *Evaluation, Family (Sociological Unit), Field Experience Programs, Field Instruction, *Home Programs, Home Visits, Information Systems, Intervention, Longitudinal Studies, Objectives, *Parent Participation, Parent School Relationship, Preschool Children, *Preschool Programs
Identifiers—Home Start

An overview of the history, and current stage of development of Home Start at the national and local level is presented. Section I contains six basic areas of information. Home Start Goals and Objectives presents the national and local program goals and objectives as articulated to the Evaluation staff by OCD Headquarters and Regional Staff and the 15 Home Start Programs. A brief summary of each of the 15 programs is presented in Part B. Local demographic information is aggregated nationally for staff and families and presented individually by program in Part C. A summary of the Information System being developed is found in Part D. Part E covers the recruitment of families and community interviewers for the nine programs involved in the Summative Evaluation and a description of the May and October field procedures. Part F is a detailed description of the history and start up operation of the National Home Start Program. (Author/DJ)

ED 069 440

PS 006 222

Home Start Evaluation Study.

Aht Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 72

Note—298p.; Interim Report Ia

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Organization, *Case Studies, Child Development, *Compensatory Education Programs, Culturally Disadvantaged, Educational Change, *Evaluation, Family (Sociological Unit), Field Instruction, *Home Programs, Intervention, Parent Participation, Planning, Preschool Children, Preschool Learning, Preschool Programs
Identifiers—Home Start

Case studies of seven Home Start programs are given as the third section of an evaluation study. Communities involved are Huntsville, Alabama; Fairbanks, Alaska; Fort Defiance, Arizona; Dardanelle, Arkansas; Wichita, Kansas; Gloucester, Massachusetts; and Reno, Nevada. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations. (DJ)

ED 069 441

PS 006 223

Home Start Evaluation Study.

Aht Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 72

Note—346p.; Interim Report Ib

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Organization, *Case Studies, Child Development, *Compensatory Education Programs, Culturally Disadvantaged, Educational Change, *Evaluation, Family (Sociological Unit), Field Instruction, *Home Programs, Intervention, Parent Participation, Planning, Preschool Children, Preschool Learning, Preschool Programs
Identifiers—Home Start

Case studies of eight Home Start programs are given as the third section of an evaluation study. Communities involved are Binghamton, New York; Franklin, North Carolina; Cleveland, Ohio; Harrogate, Tennessee; Houston, Texas; Weslaco, Texas; Millville, Utah; Parkersburg, West Virginia. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations. (DJ)

ED 069 442

PS 006 269

Henker, Barbara A. Whalen, Carol K.

Responsive Assessment of Socio-Cognitive Development. Final Report.

California Univ., Berkeley. Dept. of Psychology. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-1-054

Pub Date 71

Grant—OEG-9-70-0029-057

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Stimuli, Autism, Behavior Patterns, Child Development, *Cognitive Development, *Evaluation, Objectives, Preschool Children, *Research Projects, Response Mode, *Social Development, *Stimulus Devices, Task Performance, Visual Stimuli

This report summarizes four components of a research program. In the major investigation (Study 1), a method was developed for making bimodal presentations of discrepant auditory and visual stimuli under conditions which approximately early academic tasks. The goals were to determine (1) which stimulus modality exerts the greater influence on a young child's behavior, (2) whether modality choice is related to developmental level, and (3) what factors facilitate modality shifts. Study 2 was designed to answer some of the questions raised by the results of Study 1. Procedures were modified to allow evaluation of the influence of modality set and task difficulty and to control for stimulus novelty. In addition, the method was adapted for use with younger (3-year-old) children. In study 3, the responses of autistic children to the bimodal conflict task were evaluated. The transition from cardboard display boards and paper-and-pencil recording to the automated assessment console was begun in Study 4. (Author/CK)

RC

ED 069 443

RC 006 554

Medical Care for Small Communities.

Governor's Committee on Community Health Assistance, Raleigh, N. C.

Spons Agency—North Carolina State Dept. of Administration, Raleigh.

Pub Date Jul 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Health Programs, Information Networks, Labor Supply, *Manpower Needs, *Medical Services, Organizational Climate, *Physicians, Recruitment, *Reports, *Rural Areas
Identifiers—*North Carolina

Technological, social, economic, and political changes have increased the rapidity of changes in the pattern of living in small towns and rural areas. As a result, a large percentage of rural Americans who live at or below the poverty level are not provided adequate medical care. After realizing the shortage of physicians in North Carolina and after focusing its attention on the problems of small communities and communities with acute health manpower shortages, the state suggested that existing resources be more effectively utilized and that advice on how to develop appropriate kinds of health care mechanisms be provided. This booklet, then, provides a background for communities involved in planning for improved health care delivery, which involves organizing at the community level, identifying community health needs and resources, and defining the planning area. Changing concepts in rural health care and alternative types of rural health care delivery are discussed under the heading of Innovations in Rural Health Care. Some basic guidelines in recruiting a physician are provided, such as what conditions influence the physician's choice of a practice setting, how a community can generate physician interest, and what the community can do to keep the new physician. Appendixes and a selected bibliography are included. (HBC)

ED 069 444

RC 006 556

Allen, James R.

The Indian Adolescent: Psychosocial Tasks of the Plains Indian of Western Oklahoma.

Pub Date 8 Aug 72

Note—15p.; Paper presented at the annual meeting of the American Orthopsychiatric Association, April 8, 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Acculturation, *Adolescence, *American Indians, *Area Studies, *Identification (Psychological), Performance Tests, Self Esteem, World Affairs, Youth Problems

Identifiers—*Western Oklahoma

Abuses directed towards American Indians have resulted in positive, negative, and undetermined identities. This study focused on some of the problems faced by adolescent Native American Indians, as seen in a 100-year-old Indian Boarding School in western Oklahoma. It was contended, after working with some 400 students in the western plains area, that, though Native American Indians differed markedly from other minority groups and among themselves, adolescence has presented them with special problems which can be related to other minority groups. Another problem identified in the report was the unit of interaction between Native Americans and persons of European extraction—commonly referred to as the "Indian Problem." This problem is actually a problem referring to the interface between the 2 peoples. Other problems discussed were the disassimilation of the Indian, his confused state and world views, and the background of the Indian child. It was concluded that the symptomatology of Plains Indian adolescents of western Oklahoma had its roots in the reciprocal complementarity of inner conflict, social organization, ideological movements, and the assumptions of the educational systems to which they have been exposed. [Not available in hard copy due to marginal legibility of original copy.] (HBC)

ED 069 445

RC 006 559

A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans, and Multi Ethnicity. Volume 1.

Michigan Education Association, East Lansing.

Pub Date [71]

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annotated Bibliographies, Audiovisual Aids, Books, Curriculum Development, Ethnic Distribution, *Mexican Americans, *Negroes, *Racism

The primary focus of this annotated bibliography is on material which the Michigan Education Association believes to be most representative of the realities that relate to the involvement and contributions of Blacks, Chicanos, and Native Americans and the climate of the times during which such involvement and contributions occurred. Its purpose, then, is to provide classroom teachers and educators with a practical instrument by which they can become aware of meaningful resources that will help foster in teachers and students an awareness of and appreciation for the plural ethnicity of our society, which heretofore has been nonexistent in most school environments in America. Additionally, the bibliography is intended to serve as one factor in motivating and facilitating school districts to modify their present curriculum in order to include ethnic and cultural diversity in each curriculum component. Documents date from 1945 to 1972, but the majority of the publications date from the middle and late 60s. Novels, biographies, periodicals, records, films, and filmstrips comprise the 294 entries in this material. (HBC)

ED 069 446

RC 006 561

Coleman, Herman W.

Michigan Education Association, Division of Minority Affairs, Annual Report, August 1972.

Michigan Education Association, East Lansing.

Pub Date Aug 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Bilingual Education, Cultural Awareness, *Curriculum Development, *Ethnic Studies, *Evaluation, *Instructional Materials, Mexican Americans, *Minority Groups, Negroes

Identifiers—*Michigan

Evaluative data relative to the effectiveness of the Division of Minority Affairs in arriving at defined goals and objectives are presented in this annual report. Program descriptions and specific objectives are given for 9 projects. The projects include developing a curriculum change model; planning a minority group conference; developing a reading in-service program model; enlisting the influence of accrediting agencies in changing curriculum practices; providing a clearinghouse of information regarding fellowships and scholarships; creating and maintaining a curriculum center; sponsoring a curriculum development conference, including ethnic curriculum development, Indian education, and Chicano curriculum development; publishing a Manifesto to provide

information to members; developing a liaison with other agencies and institutions; and providing general services. (PS)

ED 069 447

RC 006 568

Speirs, Randall H.

Report on Tewa Portion of Trilingual Program at San Juan Elementary School, 1971-1972

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Languages,

*Bilingual Education, Curriculum Guides, *Elementary Grades, *Language Ability, *Reports, Summative Evaluation, Teacher Influence

Identifiers—New Mexico, San Juan Elementary School, *Tewa

Guides for teaching oral and written Tewa to American Indian children in grades 1-6 as an integral part of the regular curriculum are presented. In the San Juan Elementary School trilingual program, the time spent teaching Tewa decreases with grade level—from 2 90-minute periods per day for first graders to 2 30-minute classes per week for sixth graders. As a result of this program, students have exhibited a greater sense of cultural identity and openness, as is evidenced by the fact that the children use Tewa in participating in classroom discussions. Also, children have been willing to reveal their Tewa names. The positive effects of this program have been confirmed by some of the parents. That the Tewa language abilities of Indian children be identified and that the bilingual approach be designed according to their needs are suggestions for future programs. (HBC)

ED 069 448

RC 006 575

Lapham, Robert J.

The Integration of Family Planning and Maternal-Child Health Programs in Rural Areas: A Developing Approach.

Pub Date Nov 72

Note—24p.; Revised version of a paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Clinics, *Developing Nations, Evaluation, *Family Planning, *Health Services, Population Trends, Program Design, *Program Development, *Rural Areas

The functional integration of maternal and child health (MCH) services with family planning programs in rural areas is discussed in this report. Suggestions for the successful implementation of research demonstration projects are provided. Evaluation procedures are discussed in terms of collection of pre-project information, service statistics, follow-up survey on acceptors of health services and family planning, surveys of women of childbearing age, special studies, birthrate and death-rate registration or estimation procedures, special efforts to obtain information on reasons for use or nonuse of the program services, cost analysis, and control areas. It was noted that MCH-based, family planning research demonstration projects of major size are just beginning in rural areas of developing societies. A major conclusion is that careful planning of the evaluation of these projects is essential. (PS)

ED 069 449

24

RC 006 578

Bove, Beverly A.

Health Services for Migrant Children.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Dec 72

Contract—OEC-1-6-062469-1547

Note—96p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402; Stock Number 1780-01109 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, *Community Cooperation, Family School Relationship, *Health Services, *Migrant Children, Recordkeeping, *Resource Guides, State Federal Aid

Intended as a resource for administrators, teachers, nurses, paraprofessionals, health coordinators, and community action personnel who

are interested in meeting the health needs of migrant children, this handbook offers suggestions for organizing community resources in providing health care to migrant children. Poor nutrition, the lack of dental care, and statistics relative to infective and parasitic diseases, diseases of the respiratory and digestive systems, tuberculosis, venereal disease, and infestation with worms are discussed in the "Overview of Migrant Health Problems." Other topics discussed under the general heading of "Migrant Health" are diagnosing the health problems of migrant children, record keeping, and follow-up work once the diagnosis has been effected. Roles, responsibilities, and home liaison coordination are analyzed under the general heading of "Health Coordination and Education." Specific films; books; national sources; migrant centers; local, county, state, and Federal agencies; and state directories of contacts and migrant health services are given as health resources. (HBC)

ED 069 450

24

RC 006 579

Liberty, Paul And Others

Current Status of Laboratory Studies.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2856

Pub Date 67

Contract—OEC-4-7-062827-3078

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anglo Americans, Class Management, *Cultural Differences, Curriculum Development, Evaluation, Grade 1, Instructional Materials, *Language Development, *Mexican Americans, Reinforcement, *Social Psychology, Speech, Tests

General information on the studies currently underway by the Southwestern Cooperative Educational Laboratory (SECEL) is presented in this report. Module A is concerned with investigating the relationships between a variety of cultural-psychological factors and language development in grade 1. Testing and home interviews play a major part in this investigation. The purpose of Module B is to investigate the effects of systematic variation of several parameters in the classroom. Module C is concerned with field tryouts of oral language materials for culturally diverse children. Module D is concerned with entry skill development in the area of speech elicitation procedures. Copies of Health, Education, and Welfare Department forms and the instruments used are included for each project in progress. It is noted that some reorganization, shifting, and refocusing are taking place within the Laboratory. The operational structure is moving to a Task Group structure rather than a Task Force structure. The new emphasis is on small task groups. A newly-formed body called the Plans, Review, and Evaluation Panel is responsible for the review, evaluation, and directive function. (PS)

ED 069 451

RC 006 581

Buila, Theodore

Conflict in the Communication of Technology: Remarks on the Evolving Situation in U. S. and Yugoslav Rural Development.

Pub Date 27 Aug 72

Note—21p.; Paper prepared for Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, *Communication Problems, *Conflict, Education, *Institutional Role, Objectives, *Rural Areas, *Rural Development

Identifiers—*United States, Yugoslavia

The "Agricultural Trinity" consists of agricultural extension, education, and research institutions. While in the beginning the goal of these institutions was to improve rural conditions by equalizing the economic and social status of all rural people, today there exists a conflict between the people and these institutions. The processes of institutionalization and audience politization along with the magnification of technology and resource wastage are in turn critically undermining program effectiveness. Thus, the Trinity is encountering continuing setbacks in the United States and Yugoslavia. Most Trinity institutions are preoccupied with maintaining "existence" rather than with fielding action programs to ser-

vice the rural areas, and other institutions lack the resources. In this paper, specific areas of conflict with the Trinity, as seen by the rural people and the field staff in the United States and Yugoslavia, are examined. Summary sketches of 2 to 3 conflicts stemming from program inconsistencies and paradoxes precede each of 3 questions: (1) Who is going to service the rural population? (2) Who is going to be serviced? and (3) What is the service going to consist of? Conflicts which are seen to be unfolding in the United States and Yugoslavia today are discussed. (NQ)

ED 069 452

RC 006 584

Rural Alaskan Schools: Educational Specifications. Reprinted September, 1971.

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Jul 64

Note—91p.

Available from—Inter-Library Loan from California State Library, Sacramento, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Climatic Factors, *Educational Facilities, Elementary Schools, *Facility Guidelines, Flexible Classrooms, Geography, High School Design, *Rural Schools, *School Design, *Teacher Housing

Identifiers—*Alaska

The educational specifications of facilities for rural Alaskan schools are given in this 1964 report. Alaska's 6 recognized geographic regions are briefly described with consideration to topography, climate, permafrost conditions, latitude position, and transportation difficulties which present problems in planning schools. Since the school design should be able to accommodate recent trends in teaching methodology and any future developments, space requirements, as well as how instructional programs relate to space, are discussed. Facilities for small, isolated elementary schools, which should be flexible and functional buildings, are described as they relate to kindergarten, primary, intermediate, upper, and special education programs in Alaska. This report presents activities and learning experiences which have implications for construction and space and the current teaching methods used. Also given are the specifications for Alaskan teachers' living quarters. Alaska's rural high schools are discussed in terms of the educational program, learning environment, and special facilities needed. Suggested space and equipment allocations for schools of various sizes, the elementary classroom-teacher cluster, and the orientation with high schools are illustrated. (NQ)

ED 069 453

RC 006 586

Stiner, Clyde, Comp.

The Haskell Transition Evaluation. Research and Evaluation Report No. 7.

Haskell Indian Junior Coll., Lawrence, Kans.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; New Mexico Univ., Albuquerque. Bureau of Educational Planning and Development.

Pub Date Oct 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, College Planning, College Role, *Educational Change, *Educational Development, Higher Education, History, *Junior Colleges, *Program Evaluation

Identifiers—*Haskell Indian Junior College

The Haskell Transition Evaluation was based on meetings with Haskell staff and students during July and August of 1972. Although neither the full complement of faculty nor student body was available at these sessions, the evaluation team felt confident that those attending did furnish them with direct and honest responses. The administrative staff also assisted the team with all reports and data relative to the school program. Team members prepared individual position papers on major topics in the evaluation. These, in turn, were digested and combined with conference data into the final report. The transition evaluation was prepared to serve as a guide in Haskell's move toward full junior college status. The table of contents includes the following: (1) the objectives of a comprehensive junior college; (2) an analysis of Haskell Indian Junior College—faculty, students, curriculum, facilities, and administration; (3) a summary of 17 recommendations; and (4) 6 appendices—a bibliography of materials reviewed by the Haskell transition evaluation team, a history of Haskell Indian Ju-

nior College, 1972, a statement of the school's philosophy, minutes of the Haskell transition evaluation team meetings, the consultants' recommendations, and job descriptions of administrative personnel. (Author/FF)

ED 069 454 RC 006 587
Bowd, Alan D.

A Cross-Cultural Study of Environmental Influences and Mechanical Aptitude in Several Indian Groups.

Pub Date Jun 71

Note—38p.; Doctor's dissertation submitted to the University of Calgary, Alberta

Available from—Microfilm available from Reference Branch, National Library of Canada, Ottawa, Canada (\$2.50)

Document Not Available from EDRS.

Descriptors—Ability, Academic Achievement, *American Indian Culture, *Caucasians, Comparative Analysis, *Cross Cultural Studies, *Environmental Influences, Grade 4, Grade 5, Grade 6, Grade 7, Intelligence, *Mechanical Skills, Social Environment, Tests

Identifiers—*Canada

Mechanical aptitude is considered to be a composite of several abilities—general intelligence, spatial, mechanical knowledge and comprehension, and relevant manual dexterity and coordination. Abilities are conceived as if organized in a hierarchical model and are assumed to develop as overlearned and generalized response patterns to particular aspects of environmental stimulation. Mechanical aptitude is recognized as a particular grouping of abilities which is the product of a technologically sophisticated society. However, it is proposed that it is of relevance to peoples undergoing acculturation, and that certain aspects of it are likely to show different levels of development in comparison with others. Several American groups of diverse background have been selected (all subjects were 12- to 14-year-old boys) in an attempt to specify the particular aspects of the environment which are likely to relate to mechanical skills. For purposes of comparison a white sample is also included, and to assist in evaluating comparative levels of ability a verbal test is included in the battery. The purpose of the study is not only to evaluate comparative levels of ability, but to compare the factorial structures apparent in one culture group with those developed in others. For this reason the data are analyzed by several factorial procedures and an attempt is made to maximize factor congruence across groups. The results are interpreted as offering general support for the developmental theory of abilities, and the hierarchical model is considered to have useful application in the cultural groups studied. (Author/FF)

ED 069 455 RC 006 588

Arguello, John Garcia, John F.

Recommendation for Enhancing the Educational Process for Hispano Students in the Denver Public Schools.

Denver Public Schools, Colo.

Pub Date 7 Jan 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activities, *Curriculum Development, Educational Finance, *Educational Programs, *Objectives, Parent Participation, Personnel Policy, Racial Integration, Reading Development, *Spanish Speaking

Identifiers—*Colorado

The Hispano comprises the largest ethnic group in Colorado; yet a large segment of the community remains in a state of gross poverty and low educational attainment. The most prominent contributing factor is the lack of salable skills and academic preparation needed in today's highly technological society. This document addresses itself to the educational problems. The general objectives which are realistic in terms of assisting the Hispano child to compete in his present school situation and in preparing him for future occupational and social endeavors are to (1) instill the desire to become a useful, contributing member of society; (2) develop an appreciation of the Hispano culture and heritage and for the American way of life; (3) develop acceptable standards of aspiration, self-respect, good mental health, and the powers of self-expression; (4) increase his ability and proficiency in the use of the English language; (5) develop his ability to work in the typical classroom and compete with his peers; and (6) correlate English and Spanish in

all areas of the curriculum where it is feasible. Specific recommendations are made in the areas of integration, use of Title I funds, curriculum, oral language, reading and other academic areas, personnel, and parental involvement. (Author/NQ)

ED 069 456 RC 006 589

Proposal for Quality Education.

Denver Public Schools, Colo.

Pub Date 69

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Quality, Language Instruction, *Objectives, *Program Proposals, Relevance (Education), *Spanish Speaking

Identifiers—*Colorado

The Congress of Hispanic Educators submitted this 1969 proposal for quality education to the Denver Public School Board. According to the Congress, before they could outline an educational program which would be effective and meaningful for the Hispano, it was imperative that a clear understanding of the basic objectives necessary for him to compete in the dominant society be obtained. This proposal discusses 3 of the general objectives thought to be realistic in terms of assisting the Hispano child to compete in his present school situation and in preparing him for future occupational and social endeavors. These general objectives consist of integration, which is a vital and fundamental step towards attaining quality education; a relevant curriculum for all elementary pupils; and the fostering of pride and identity in his own culture and heritage. The Congress proposed the formation by the Denver Public Schools of a task force in each area of study: (1) social studies, (2) language arts and humanities, and (3) math and science. Descriptions of the task forces, their objectives, and a time schedule, and examples of specific modes of operation, are outlined. A brief history of national and local realities of the foreign language program is included, along with the objectives and specific needs for such a program. (NQ)

ED 069 457 RC 006 590

Tvedten, Benet, Comp.

An American Indian Anthology.

Pub Date 71

Note—72p.

Available from—Blue Cloud Abbey, Marvin, South Dakota 57251 (\$2.00 each for 1-10 copies)

Document Not Available from EDRS.

Descriptors—*American Indians, *Anthologies, Legends, *Literature, *Poetry, *Short Stories

The anthology is intended to be a discovery for the many Americans whose superficial knowledge of the American Indians has been derived from history books, Hollywood films, and other stereotyped views of the Indian culture. Understanding and appreciation of a particular culture can be found in the stories and poetry of the people. This small collection of creative writing is by contemporary Indians. Some of the contributors are professional writers; others are not. Remembrance of the old ways, present-day realities, and future hopes are described in these short stories, poems, legends, and narratives. Much of the material for this book originally appeared in other publications, for example, "Woman Singing," by Simon J. Ortiz, and "The Man From Washington," by James Welch, first appeared in "The American Indian Speaks"; and the poetry of Gerald Robert Vizenor is from his book, "South of the Painted Stones." Other materials were written at the Institute of American Indian Arts in Santa Fe, New Mexico. (Author/FF)

ED 069 458 32 RC 006 592

Title I Project Synopsis, Fiscal Year 1973.

Phoenix Area Bureau of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Jul 72

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academically Handicapped, *American Indians, *Language Arts, *Mathematics, Physical Education, *Reading, Special Education, *Tables (Data), Teaching Techniques

Identifiers—Arizona, *Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, Phoenix

The Phoenix Area Office exercises jurisdiction over 21 Bureau of Indian Affairs schools in a 3-State region—Arizona, California, and Nevada. Served in the agency schools are 2,381 students attending boarding schools and 2,046 students attending reservation day schools. The Fiscal Year 1973 Title I Project Synopsis is indexed by the 7 component types and by the 40 operating projects. The 7 component types are described and include: (1) Total Curricular Modification, which attempts to be totally responsive to the needs of academically deficient students; (2) Reading, which is directed at remediation of reading difficulties in grades K-12 and which makes use of various approaches to reading instruction—from utilizing special-purpose equipment and systems to more traditional tutorial techniques; (3) Reading and Language Arts, which makes use of various approaches and types of activities and teaching methodologies; (4) Oral Language; (5) Mathematics, which, with objectives in the cognitive domain of arithmetic, utilizes differing approaches and techniques—from the use of manipulatives to a computerized math program, for grades 1-12; (6) Special Education Projects, which are directed at handicapped American Indian children and which reflect an attempt to provide much needed special education services for elementary school students; and (7) Physical Education for grades 1-12. Also included are 2 appendices describing the materials used in reading/language arts and in mathematics. (FF)

ED 069 459 32 RC 006 593

Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1972. Phoenix Area Bureau of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Aug 72

Note—230p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Annual Reports, Behavior Problems, Cognitive Ability, Educational Problems, *Federal Aid, Instructional Materials, *Psychomotor Skills, *Reading, Self Actualization, Special Education, Student Enrollment, *Tables (Data)

Identifiers—Arizona, *Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, Phoenix

Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during Fiscal 1972 are described in this final evaluation report. An overview of the geographical location of Areas within the BIA is given, along with the organization of the BIA at large and of the Phoenix Area. Enrollments in the Phoenix Area projects are presented by day and boarding schools, elementary and high schools, grade level, and tribal agencies. Special attention is given to the background of Title I of the Elementary and Secondary Act of 1965 and to subsequent modifications. Additionally, background demographic information is discussed in relation to the Phoenix Area's Title I funding, student participation, staff positions, dissemination of information, accomplishments, and problem areas encountered during Fiscal 1972. Projects are classified and discussed by components in the cognitive, psychomotor, and affective domains, for example, reading, physical fitness, and drop-out reduction, respectively. Within each component, vital project statistics are followed by a discussion of the evaluation results. The summary, conclusion, and recommendations chapter is followed by a discussion of Fiscal 1973, which presents specific modifications designed to improve new projects in the Phoenix Area. A related document is ED 056 795. (FF)

ED 069 460 RC 006 594

Statewide Conference on Migrant Education (State University College in Geneseo, New York, July 8, 1971).

New York State Education Dept., Albany. Bureau of Migrant Education.

Pub Date 8 Jul 71

Note—48p.; Follow-up booklet prepared for participants of Statewide Conference on Migrant Education, State University College in Geneseo, New York, July, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Conference Reports, *Curriculum Development, Health, Individualized Instruction, *Migrant Education, Nutrition, Open Education, Spanish Speaking, *Summative Evaluation, Teacher Aides, Visual Literacy

The first Statewide Conference on Migrant Education was held on July 8, 1971, at the New York State Center for Migrant Studies at the State University College in Geneseo. The participants were able to attend 4 out of the 33 conference sessions. Session topics covered such areas as accountability-testing, individualized instruction in science and math, working with Spanish-speaking children, health and nutrition, teacher aides, the transfer record form, the open education concept, parent and community involvement, curriculum, and teenage programs. Summary material for each session and the mailing address for each consultant, so that further information on a particular session can be obtained, are given in this follow-up booklet. (NQ)

ED 069 461

RC 006 595

Spolsky, Bernard, Ed.

Advances in Navajo Bilingual Education 1969-72. Navajo Reading Study Progress Report No. 20. New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Dec 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Biculturalism, *Bilingual Education, Cultural Awareness, Curriculum Development, Instructional Materials, *Navaho, Reading Materials, *Teacher Education

Identifiers—*Navajos

Advances in Navajo Bilingual Education are described in this progress report, in which bilingual education is presented as an element in aiding the community to be involved in and to control the Navajo education system. Also, the reports of 3 meetings concerning Navajo education are included. The report of a Navajo bilingual-bicultural materials conference contains curriculum ideas for persons involved with Navajo language teaching. A proposal for a Navajo Bilingual Education Program forms a major part of the report of a meeting of students and faculty held at the University of New Mexico (UNM) to discuss Navajo Bilingual Teacher Education. The report of the third meeting, also held at UNM, discusses the training of Navajo bilingual teachers. Lists of participants in the meetings and a "Supplement to the Analytical Bibliography of Navajo Reading Materials" are also presented. (PS)

ED 069 462

RC 006 596

Harkanyi, Katalin, Comp.

The Aztecs Bibliography.

California Univ., San Diego. University Library.

Pub Date 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bibliographies, Books, *Culture, *History, Periodicals, *Western Civilization

Identifiers—*Aztecs

The library at California State University, San Diego, possesses a great number of works on the Aztecs of Mexico. This bibliography lists 355 of the library's holdings on the Aztecs. However, because of the lack of time and funds, some periodical articles, pamphlets, and booklets on the subject were omitted from this list. The works included deal with the Aztec civilization from its beginnings through the Spanish Conquest. Some of the entries are in Spanish. As an introduction to the bibliography, Dr. Arthur J. O. Anderson has written a brief history of the Aztecs. (NQ)

ED 069 463

RC 006 597

James, Overton

Twenty-Fifth Annual Report of Indian Education in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Compensatory Education Programs, Enrollment Rate, *Federal Programs, Lunch Pro-

grams, *Program Costs, School Services, Statistical Data, *Tables (Data)

Identifiers—*Johnson O'Malley Act, Oklahoma

The Indian Education Program in Oklahoma is financed and operated under the provision of a contract between the U.S. Bureau of Indian Affairs and the Oklahoma Department of Education and is supervised by the State Department of Education as authorized by the Johnson O'Malley Act (JOM) of 1936. The narrative section of this 1972 annual report discusses free or reduced cost lunches for needy students, the minimum qualifications for inclusion in the JOM programs, teacher and teacher aide programs, the summer programs for Indian students in need of remedial or make-up work, the 14 Indian education coordinators employed by the Indian Division, the average daily attendance during school year 1971-72, and the number of Indian graduates from JOM schools. The statistical report includes exhibits such as the enrollment and attendance 1970-71, Oklahoma State totals for 1970-71 enrollment, the expenditure of contract funds for administration and supervision, a financial statement for the fiscal year ending June 30, 1972, and other allocations of contract funds for 1971-72. A summary of the aforementioned exhibits is presented. Some of the items included in the appendix are the Indian Public School Contract, the Oklahoma plan for administration of JOM funds, and a map of tribal areas in Oklahoma. A related document is ED 066 274. (HBC)

ED 069 464

RC 006 605

Wax, Murray L.

Indian Americans: Unity and Diversity. Ethnic Groups in American Life Series.

Pub Date 71

Note—236p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$2.95 for paperback; \$5.95 for hardback)

Document Not Available from EDRS.

Descriptors—American History, *American Indians, *Cultural Interrelationships, Culture Conflict, Demography, Economics, Ethnic Stereotypes, *Government Role, Group Structure, *Nonreservation American Indians, Religious Cultural Groups, *Reservations (Indian), Social Integration, Tribes

The book offers an orientation to the contemporary situation and problems of American Indian peoples and provides a guide to the kinds of information which are available about Indians. The text and appendixes provide information concerning such basic issues as how "Indian" is to be defined and the consequences of one or another definition, the numbers of Indian persons so defined, their conditions of health and welfare, and how much governmental monies have been allocated in their names. Also, a historical background is given to debunk some of the mythologies about Indians and to enable readers to perceive the historical roots of present difficulties. References and major bibliographical aids are furnished to aid the reader in finding the better monographs or the primary source materials. The text is divided into 8 chapters as follows: (1) Background: Historical and Ecological; (2) Demography; (3) Indian-White Relationships; (4) Contemporary Plains Reservation Communities; (5) A Tribal Nonreservation People: The Oklahoma Cherokee; (6) Pan-Indian Responses to Invasion and Disruption; (7) Indians in the Cities; and (8) Ideology, Identity, and the "Indian Problem." Also included are 3 appendixes: (1) Bibliographic and Related Source Materials; (2) Federal Expenditures in the Name of American Indians; and (3) Reference Materials on Indian Population, education, and Health. (FF)

ED 069 465

RC 006 606

Marland, S. P., Jr.

Indian Education and the Federal Government.

Pub Date 3 Nov 72

Note—18p.; Paper presented to Fourth Annual Indian Education Conference (Seattle, Washington, November 3, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, Adult Education, *American Indians, Career Education, *Educational Change, *Federal Programs, *Government Role

The Assistant Secretary for Education discusses in this speech what the Federal Government, under the auspices of the Department of Health, Education, and Welfare, has done and is doing to

meet the special educational needs of American Indians in the United States. The Office of Education has been given broad new authority and commands by the Congress and the Administration to help meet the needs of Indian children, both on and off the reservation. Grants for needs assessment and planning in the areas of education and community college opportunities for Indians are expected to be funded in 1973. Among the major educational target areas for this year are preschool programs, bicultural education, English language communication, and skill school equivalency training for adults. (FF)

SE**ED 069 466**

SE 014 004

Stockwell, Keith William

The Identification and Analysis of Selected Factors Contributing to High Achievement in Elementary Science.

Pub Date 71

Note—207p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-29,799 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Aptitude, *Achievement, Administration, *Curriculum, Doctoral Theses, *Elementary School Science, *Evaluation, *Prediction, Teacher Characteristics

Identifiers—Michigan, Research Reports

The purpose of this study was to identify some of the variables that relate to high achievement in elementary school science in Detroit (Michigan) Public Schools. A random sample of 2,112 sixth-grade students from 27 schools was selected for participation in the study. Student data were obtained from the STEP, the Iowa Tests of Basic Skills, and the California Test of Mental Maturity. Data were collected from teachers by use of a questionnaire. Thirty-eight variables were defined and grouped into categories of administrative organization, curriculum organization, student aptitude and achievement test scores, and teaching personnel. Variables that correlated at the .01 level of significance are reported. Recommendations based on the analysis are also made. (Author/RH)

ED 069 467

SE 014 369

Baldwin, Alexina Young

The Effect of a Process-Oriented Curriculum on Advancing Higher Levels of Thought Processes in High Potential Students.

Pub Date 71

Note—195p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,214 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Able Students, *Critical Thinking, Doctoral Theses, *Ecology, Educational Research, Evaluation, *Instruction, Secondary School Science, *Thought Processes

Identifiers—Research Reports, Watson Glaser Critical Thinking Appraisal

Grade seven classes of high potential and average potential students were randomly assigned to control or experimental groups. After the experimental group had used a curriculum unit - "Ecology: The Web of Life" - which was designed to emphasize higher level cognitive abilities, the Watson Glaser Critical Thinking Appraisal was administered. There was no significant interaction between ability and curriculum material, and ability was the only significant main effect. A Class Activities Questionnaire showed that there was an emphasis on higher level thought processes in the experimental classes. There is some evidence that the success of a process-oriented curriculum in advancing higher level thought processes depends upon the student's skill in lower level cognitive processes. (Author/AL)

ED 069 468

SE 014 422

A Field Guide to Outdoor Learning in Powell County, Blome Descriptions, Field Activities, Field Sites.

Powell County High School, Deer Lodge, Mont.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Environmental Education, *Field Studies, Learning Activities, *Natural Resources, *Outdoor Education, Resource Materials, Site Analysis, *Teaching Guides
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Serving as a guide to the outdoor areas of Powell County, Montana, and the surrounding area, this resource book is useful for teachers who wish to explore the out-of-doors with their students, particularly those interested in nature studies. Its aim is to produce a citizenry that is knowledgeable concerning the biophysical environment and its related problems. Three major sections constitute the guide. Section 1, Biome Descriptions, gives a general and detailed description of plant communities in Powell County followed by their associated soil profiles. Section 2 offers a summary of field sites. Underdeveloped sites throughout the county are suggested which allow for study of water environments, biomes, soil areas, fire burns, clear cuts, pollution areas, animals, range management, and geology. Established outdoor environmental areas in six communities are then covered in detail. This includes a general description of the area, choice of location, pictures and maps, and a site analysis chart of biotic and abiotic features. Sixty field activities which can be completed at the outdoor sites are enumerated in Section 3. Each activity gives topic of study, grade level, site(s) in which it may be undertaken, procedures, and related information. This work was prepared under an ESEA Title III contract. (BL)

ED 069 469

SE 014 567

Basic Mathematics Machine Calculator Course.

Windsor Public Schools, Conn.

Pub Date 69

Note—533p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Algorithms, Grade 10, Instruction, *Instructional Materials, Laboratory Procedures, Mathematical Applications, Mathematics Materials, *Practical Mathematics, Problem Solving, *Secondary School Mathematics, *Workbooks

Identifiers—Desk Calculators, *General Mathematics

This series of four text-workbooks was designed for tenth grade mathematics students who have exhibited lack of problem-solving skills. Electric desk calculators are to be used with the text. In the first five chapters of the series, students learn how to use the machine while reviewing basic operations with whole numbers, decimals, fractions, and percents. The rest of the chapters present word problems in simple consumer mathematics, business activities, installment buying, banking, stocks and bonds, insurance, taxes, and utilities. A chapter on the use of formulas is included. (DT)

ED 069 470

SE 014 624

Stavick, Lloyd Clair

Independent Study of Collegiate Biological Science as a General Education Course: Involving Achievement and Understanding the Processes of Science.

Pub Date 71

Note—88p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,996 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Biology, *College Science, Doctoral Theses, Educational Research, Evaluation, General Education, *Individualized Instruction
Identifiers—Nelson Biology Test, Research Reports, Test on Understanding Science

The "Test on Understanding Science, Form W" and the "Nelson Biology Test, Form E", were administered before and after a college general biology course to a random selection of students who had chosen to take an individualized study program and to a random group of students who had chosen to follow the lecture-laboratory alternative. There were no differences in biology achievement ("Nelson") or understanding of science between the two groups.

There were differences in test scores related to demographic variables: female students made greater gains on one of the "Test on Understanding Science" subtests; students with higher ACT scores performed better; and students whose fathers had attended college scored higher on the "Test on Understanding Science." (AL)

ED 069 471

SE 014 630

Haindl, Martin Wilhelm

The Retention of Science Concepts After a Period of Six Months by Students in High School Biology, Chemistry, and Physics, as a Function of Selected Student and Teacher Variables.

Pub Date 72

Note—175p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20, 632 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Biology, Chemistry, Doctoral Theses, Learning, Physics, *Prediction, *Sciences, *Scientific Concepts, *Secondary School Science

Identifiers—Biological Sciences Curriculum Study, Chemical Education Materials Study, Physical Science Study Committee, Research Reports

Investigated was the relationship between Science Concept Retention by high school science students six months after completion of a course in BSCS biology, CHEMS chemistry, and PSSC physics with each of the following variables: I.Q., Sex, Science Achievement, Natural Science Development, Reading Comprehension, Quantitative Thinking, Delay Avoidance, Work Methods, Teacher Approval, Education Acceptance, Student Perception of Teacher-Student Interaction (I/P) and Teacher Indirect to Direct Ratios (I/D). The sample included 401 science students selected randomly from 12 teachers. Evidence was obtained that in general the predictive value of each of the cognitive variables and I.Q. on Retention of Science Concepts for the combined sciences and the predictive value of the cognitive variables and I.Q. on the Retention of Science Concepts in the individual sciences was high. In general, the predictive value of each of the affective variables and Sex on Retention of Science Concepts for the combined sciences and the predictive value of the affective variables and Sex on Retention of Science concepts in the individual sciences was low. Regression analyses for biology, chemistry, physics, and overall science concept retention are presented. (Author/RH)

ED 069 472

SE 014 631

Hensley, Stephen Ray

Leader Behavior of Biology Teachers and Principals and its Relationship with Present Biology Curriculum Practices.

Pub Date 71

Note—84p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,889, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administration, *Biology, *Curriculum, Doctoral Theses, *Instruction, Leadership Styles, *Secondary School Science, *Teacher Behavior

Identifiers—Oklahoma, Research Reports

The purpose of this study was to determine whether any relationship exists between (1) the leader behavior of biology teachers and the present biology curriculum practices and (2) the leader behavior of principals and the present biology curriculum practices. The study was conducted in 30 secondary schools in Oklahoma. The Leader Behavior Description Questionnaire (LBDQ) was used to assess the leader behavior of the biology teachers and principals. The biology curriculum practices were assessed by the Biology Laboratory Activity Checklist (BLAC) and the Biology Classroom Activity Checklist (B-CAC). Multiple-classification analysis of variance and Pearson product-moment correlations were used to analyze the data. Based on the analyses, the following conclusions were developed: (1) There was a definite relationship between the Consideration of biology teachers and biology curriculum practices. Those who ranked high tended to have more inquiry-oriented classes. (2) There was a negative relationship between Initiat-

ing Structure of biology teachers and biology curriculum practices. Teachers scoring low tended to have more inquiry-oriented classes. (3) There was no relationship between principal leader behavior and the biology curriculum practices of the school. (Author/RH)

ED 069 473

SE 014 716

Directory of In-Service Institutes for Secondary School Teachers and Supervisors of Science, Mathematics and Social Science.

National Science Foundation, Washington, D.C.

Report No—NSF-72-8

Pub Date May 72

Note—37p.

Available from—National Science Foundation, Washington, D.C. 20550

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Chemistry, *Directories, Earth Science, Environmental Education, *In-service Programs, *Inservice Teacher Education, Mathematics, Physics, *Science Institutes, Secondary School Science

Listed are the in-service institutes sponsored by the National Science Foundation for secondary school teachers during the 1972-73 academic year. The broad areas included in the institutes are biology, chemistry, engineering, environmental studies, earth sciences, physical science, social science, and mathematics. Also included are brief descriptions of seven comprehensive projects which represent integrated approaches to teacher education with both pre- and in-service components. Such institutes can be attended for full- and part-time study during the year and summer. (PS)

ED 069 474

SE 014 847

Council of Europe Information Bulletin 2/1972.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 72

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Documentation, Education, *Educational Research, Educational Technology, Higher Education, Information Processing, Information Services, *Information Systems, *International Education

Identifiers—Council of Europe

The major part of this bulletin is a report on the European Documentation and Information System for Education (EUDISED) project. The report covers: (1) EUDISED and the general situation of educational information; (2) progress report of the EUDISED steering group; (3) national educational documentation projects; (4) international documentation systems; (5) structure and operation; (6) common standards; and (7) recommendations, principal tasks, resources, and prospects. The remainder of the bulletin is made up of reports of meetings of the Council for Cultural Cooperation and the Committees on Higher Education and Research, General and Technical Education, Out-of-School Education, Cultural Development, and Educational Documentation and Research. (DT)

ED 069 475

SE 014 903

Henderson, George L. And Others

Wisconsin Statewide Assessment Mathematics. An Exemplary Mathematics Program Grades K-8 and a Hierarchy of Student Behavioral Objectives K-8.

Wisconsin State Dept. of Education, Madison.

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, *Elementary School Mathematics, *Evaluation, Instruction, *Mathematics Education, *Objectives

Overall goals for a model K-8 mathematics program are stated. A hierarchy of over 400 mathematics content objectives for grades K-8 are listed in a prerequisite and sequential order and also organized in a grid form. Suggestions as to how the objectives can be used and a checklist of objectives upon which Wisconsin's statewide mathematics assessment test items will be based are included. (DT)

ED 069 476

SE 014 927

Tippett, Glen

Learning Individualized for Canadians (LINC) Mathematics.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario); Saskatchewan Dept. of Education, Regina.

Pub Date 72

Note—368p.; Third Edition of the Former Adult 5-10 Mathematics Program

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Adult Education, Curriculum, *Individualized Instruction, Instruction, *Instructional Materials, *Mathematics Education, Objectives, Practical Mathematics, Remedial Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Learning Individualized for Canadians

This instruction manual for the Learning Individualized for Canadians (LINC) mathematics course is designed for use in adult basic education or retraining programs focusing on individually prescribed learning. Emphasis is on developing computational and problem-solving skills and on practical applications of mathematics to everyday life skills and occupational training. The manual contains an instructor's guide, the LINC mathematics course, and copies of placement inventories, objectives, prescription sheets, tests, and answer keys. A variety of self-instructional resources for the student are listed. The course consists of ten units of instruction: whole numbers; fractions; decimals; percent; measurement; perimeter, area, volume; geometry; statistics; integers and rationals; and introductory algebra. An annotated list of instructional materials is included for each unit and an additional comprehensive list for the course is also given. See SE 014 928 for the administrator and instructor's manual on the LINC program. (DT)

ED 069 477

SE 014 928

Tippett, Glen Mullen, Vernon
Establishing the LINC Program, A Manual for Administrators and Instructors.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 72

Note—75p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Adult Education, Communication Skills, *Curriculum, *Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Objectives, Program Descriptions, *Remedial Instruction

Identifiers—Learning Individualized for Canadians

This manual for administrators and instructors accompanies the Learning Individualized for Canadians (LINC) courses of individually prescribed instruction in communications and in mathematics for adult learners. Information is given on the background of the LINC program, objectives, components, the individualized process, procedures for curriculum development, and implementation of the LINC program. A detailed materials list for communications and for mathematics and a reading list for adult basic education are included. See SE 014 927 for the LINC mathematics program. (DT)

ED 069 478

SE 014 932

A Regulation for the Control of Atmospheric Pollution, Amended Version.

Puerto Rico Environmental Quality Board, San Juan.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, Environment, *Legislation, Public Health, *Standards

Identifiers—Puerto Rico

Nine articles, related to the preservation of the natural quality of the air, and to prevention, elimination and control of atmospheric pollution in the Commonwealth of Puerto Rico, are contained in this document. These articles were written and enacted by the Environmental Quality Board in accordance with Law No. 9, approved June 18, 1970 - Public Policy Environmental Act. Article headings appear as follows: Definitions; General Provisions; Administration; Open Burning; Control of Particulate Emissions; Control of Sulfur Compound Emissions; Control of Organic Compounds Emissions; Odors in the Atmosphere; and Additional Provisions. (LK)

ED 069 479

SE 014 936

Annual Report 1971, Council for Cultural Cooperation.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Education, Educational Programs, Educational Technology, Evaluation, *International Education, Research, Teacher Education

Identifiers—*Council for Cultural Cooperation, European Education

This is an annual report of activities of the Council of Cultural Cooperation (CCC). Summaries are given of conferences on the following topics: organization of education; curricula, content, and subjects; teacher training; examinations and assessment; educational technology; research activities; equivalence and mobility; documentation and publication; cultural development; and youth activities. An extensive listing of reports, publications, and materials for display put out in connection with CCC is included in an appendix. (DT)

ED 069 480

SE 014 939

Finstein, Melvin S.
Pollution Microbiology, A Laboratory Manual.

Pub Date 72

Note—168p.

Available from—Marcel Dekker, Inc., 95 Madison Avenue, New York, New York 10016 (\$7.75)

Document Not Available from EDRS.

Descriptors—Chemistry, Environmental Influences, *Higher Education, Instructional Materials, *Laboratory Experiments, *Laboratory Manuals, *Microbiology, *Pollution, Scientific Research

This manual is designed for use in the laboratory phase of courses dealing with microbial aspects of pollution. It attempts to cover the subject area broadly in four major categories: (1) microorganisms in clean and polluted waters, (2) carbonaceous pollutants, (3) nitrogen, phosphorus, iron, and sulfur as pollutants, and (4) sanitary bacteriology. Principles are stressed rather than specific modes of technical applications. Most of the 25 exercises deal with more than one phenomenon to reflect associations as they exist in nature. Although the aquatic environment is emphasized, some consideration of microorganisms in relation to solid wastes and air pollution is included. A brief introductory essay places each topic into the context of pollution where this might not otherwise be obvious. Additional components outlined for individual exercises include materials to be used, procedures, reports to prepare, questions, and literature sources for study of the topic in greater detail. The presentation is at the advanced undergraduate and beginning graduate student level. An introductory course in microbiology (or bacteriology) including laboratory instruction is assumed, as are familiarity with the basic techniques of analytical chemistry and some knowledge of sewage treatment processes. (BL)

ED 069 481

SE 014 943

Nutrition Books and Resources 1971.

Hawaii Dietetic Association, Honolulu.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, Health Education, *Instructional Materials, *Nutrition, Resource Materials

This is an annotated bibliography listing books, resources, and films and filmstrips on the subject of nutrition. Sections include: Food Sense; Controlling Your Weight; Feeding Your Family; Food for Teens; Learning and Teaching Nutrition; Other Sources; and Films and Filmstrips. The material is in pamphlet form. (LK)

ED 069 482

SE 014 959

Schneider, E. Joseph
Science Education News, October 1972, Educational Research and Development.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Oct 72

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N. W., Washington, D. C. 20005

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Educational Research, *Newsletters, Research and Development Centers, Research Projects, *Science Education

This issue of "Science Education News" is concerned with Educational Research and Development (R and D). The initial article, "Efforts of Laboratories and Centers," presents a brief historical sketch of the growth and development of the various R and D Centers in the United States. Other topical headings include: "Product Information Available," "R and D Institutions Share Interests," "Teachers Learn to Teach Science," and "Developers Discuss R and D Process." (LK)

ED 069 483

SE 014 977

Jones, Burton W.

General Principles of International Collaboration in Mathematical Education.

Conference Board of the Mathematical Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 70

Note—19p.; Conference Board of the Mathematical Sciences, Committee on International Cooperation in Mathematical Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Planning, Instruction, *International Education, International Programs, *Mathematics Education

This booklet gives a list of general principles and suggestions for meeting the problems arising from requests from developing countries for assistance in improving their programs of mathematics education at all levels. Topics covered are major components for collaboration; conferences, seminars, and courses; consultants and short-time visitors; writing groups; training of indigenous mathematicians; evaluation; and pitfalls to be avoided. (DT)

ED 069 484

SE 014 983

Zander, Del And Others

A Math Continuum, Part D.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jun 72

Note—775p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Achievement, Algorithms, Curriculum, *Elementary School Mathematics, *Evaluation, Geometry, *Instructional Materials, Measurement, Number Concepts, *Objectives, Special Education, Testing

Evaluation sheets and developmental checklists, prepared by three special education departments, are provided to facilitate continuous measurement of student progress in elementary school mathematics. One hundred forty-three objectives are given, and each is followed by a continuum-oriented set of worksheet-type pages on mathematics skills. The sheets were not intended to be used for seatwork or as a replacement for a school's present program in mathematics but to provide a fast means for evaluating each child's progress. No suggestions for diagnosis are included. The objectives cover content in number concepts; all operations with whole numbers, decimals, and fractions; adding and subtracting integers; commutative, associative, and distributive laws; problems in money, time, and units of measurement; and recognition of geometric figures. (DT)

ED 069 485

SE 015 035

Martin, Charles Arthur

A Rationale for Building a Comprehensive Science Program for Inner-City Education.

Pub Date 70

Note—74p.; Ph. D. Dissertation, Northwestern University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-10,158 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Doctoral Theses, *Elementary School Science, *Inner City, *Instructional Materials, Science Units, *Secondary School Science, Units of Study (Subject Fields)

Identifiers—Research Reports

The intent of this dissertation was to develop a science curriculum from an inner-city perspective. Five units and a rationale for inner-city education are included. The units include both physical

cal and biological science topics. The units are as follows: (1) Rationale for Building a Comprehensive Science Program for Inner-City Education; (2) With an Eye on the Fly; (3) Let's Coax the Roach; (4) Along the Railroad Track - An Exploration in Urban Ecology; (5) Paper Airplanes and Children; and (6) Electromagnets, Washers, Paperclips and Things. (Author/RH)

ED 069 486 SE 015 040

Snider, Joseph Lee

A Study of the Leadership Role of the Secondary Science Teacher as This Role Relates to the Science Program.

Pub Date 70

Note—206p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-9051, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Curriculum, Doctoral Theses, *Instruction, *Leadership Styles, *Science Teachers, *Secondary School Science, Supervisors, *Teacher Role

Identifiers—Indiana, Ohio, Research Reports

The purpose of this study was to investigate and report on aspects of the leadership role of the secondary science teacher as interpreted by the science teachers, principals, and supervisors. An opinionnaire was developed to elicit information regarding the leadership role of the secondary school science teacher as this role relates to the science program. The sample included 971 Ohio and Indiana science teachers, principals, and supervisors who responded to the opinionnaire. Data obtained were analyzed by correlation and chi-square techniques. The major findings were reported for each of the following areas of concern: (1) the current role of science teachers as leaders in science; (2) the current role of science teachers in an effective science program; (3) the future role of science teachers as leaders in an ideal science department; (4) the extent of unity present in the total science programs of representative school programs; and (5) competencies needed for the development of science teachers. Conclusions based on the data analyzed are reported. (RH)

ED 069 487 SE 015 045

Jones, Paul Linus

An Analysis of the Relationship Between Biology Teachers' Pupil Control Ideology and Their Classroom Practices.

Pub Date 70

Note—82p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,184, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, *Instruction, *Secondary School Science, *Teacher Behavior

Identifiers—Research Reports

The purpose of this study was to determine if teachers who have a more humanistic pupil control ideology exhibit to a greater extent the classroom teacher practices recommended by the Biological Sciences Curriculum Study (BSCS) program as measured by the Biology Classroom Activity Checklist (BCAC) than do teachers who have a more custodial pupil control ideology. A sample of 105 secondary schools was selected from the State of Oklahoma. Biology teachers responded to the Pupil Control Ideology Form; students responded to the BCAC. Analyses of the data indicated that on classroom activities the teacher who has a more humanistic pupil control ideology exhibits to a greater extent the classroom practices recommended by BSCS than does the teacher who has a more custodial pupil control ideology. There was no difference on laboratory activities. (Author/RH)

ED 069 488 SE 015 051

Ackerson, Virgil Lee

An Investigation Into the Relationship Between Organizational Climate and the Biology Students' Perception of Present Biology Practices.

Pub Date 70

Note—94p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,085, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, *Classroom Environment, Curriculum, Doctoral Theses, *Instruction, *Secondary School Science, Student Attitudes, Teacher Attitudes, *Teacher Behavior

Identifiers—Research Reports

Investigated was the effect of organizational climate on the biology curriculum practices as perceived by the students. The major hypothesis of the study expressed the expectation that open climate biology teachers would incorporate a different mode of curriculum practices than would closed climate biology teachers. Data were collected by use of the Organizational Climate Description Questionnaire, the Biology Laboratory Activities Checklist, and the Biology Classroom Activities Checklist. A t-test was used in analysis of the hypotheses and Pearson product-moment correlation coefficient to check selected relationships. Based on the data the following were concluded: (1) There was no relationship between authenticity and the biology curriculum practices present within the school; (2) Males perceived the biology practices differently than did females; (3) The biology teachers' perceptions of the Spirit of the school correlates significantly with the biology laboratory practices. (Author/RH)

ED 069 489 SE 015 054

Barrow, Wesley Charles

A Comparison of Concept and Principle Learning About Organic Evolution Between Tenth Grade Students in a Biological Sciences Curriculum Study Course Versus a Course in Traditional Biology.

Pub Date 71

Note—143p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,209 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Aptitude, *Biology, Doctoral Theses, *Evolution, Grade 10, *Instruction, *Learning, *Secondary School Science

Identifiers—Arizona, Biological Sciences Curriculum Study, Research Reports, Science Aptitude

Investigated were the effects of two different methods of instruction on concept and principle learning related to organic evolution. Also investigated was the relationship between achievement and science aptitude. The sample was selected from tenth grade students in a high school in Arizona. They were randomly assigned to a Biological Sciences Curriculum Study (BSCS) Yellow Version course or to a traditional biology course. Analysis of the data included the following: (1) no significant difference in the comparison of concept achievement; (2) a significant difference in the comparison of principles achievement (BSCS students scored higher); and (3) significant correlations between concept and principle learning about organic evolution and science aptitude. (Author/RH)

ED 069 490 SE 015 057

Castelli, Francis Anthony

The Effects Upon Critical Thinking Ability and Processes Skills of Single Topic Inquiry Films in BSCS Biology.

Pub Date 70

Note—126p.; Ph.D. Dissertation, University of Delaware

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,437 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Biology, Doctoral Theses, *Films, Grade 10, *Instruction, *Instructional Materials, *Secondary School Science

Identifiers—Biological Sciences Curriculum Study, BSCS Single Topic Inquiry Films, Research Reports

Investigated was the effect of the use of 20 Biological Sciences Curriculum Study (BSCS) Single Topic Inquiry Films upon the critical thinking abilities and process skills of high school sophomores enrolled in BSCS Blue Version biology. Instruments used were the Watson-Glaser Critical Thinking Appraisal and Processes of

Science Test. The results of the study indicated that critical thinking was improved using an inquiry method of instruction. Process skills did not appear to be affected by use of the Inquiry Films. (Author/RH)

ED 069 491 SE 015 062

Garren, Donald Ray

Effects on Achievement When Excerpts from Physics are Interjected into Programmed High School Biology.

Pub Date 70

Note—174p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,344, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, Curriculum Development, Doctoral Theses, Grade 10, *Instruction, *Instructional Materials, Learning, Physics, *Programmed Instruction, *Secondary School Science

Identifiers—Research Reports

Investigated was the hypothesis that tenth grade biology students could learn selected physics concepts interjected into a unit of programmed biology instruction. It was further hypothesized that the students could learn the disassociated physics without a significant effect upon achievement or upon retention of the biological content. Eighty-one students were ranked by IQ test scores and divided into equal size groups at three levels. Students within each IQ group were assigned to one of three treatment groups: (1) biology alone; (2) biology followed by physics; and (3) biology including physics. Among the conclusions were the following: (1) the addition of physics at the end or during the biology program did not significantly affect subtest scores for the factual direct-recall biology or functional higher level questions on either the achievement test or retention test; (2) while those who studied physics scored significantly higher on the physics achievement test, those who studied physics during the biology program scored significantly higher than those who studied physics at the end of the biology program; and (3) students at higher IQ levels had higher mean scores than those at lower levels on nearly all subtests. (Author/RH)

ED 069 492 SE 015 065

Grgurich, Thomas John

An Evaluation of the Achievement of General Course Objectives for a Secondary Biology Program.

Pub Date 70

Note—324p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,852, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, Curriculum, Doctoral Theses, Evaluation, *Instruction, *Learning, *Secondary School Science

Identifiers—*Biological Sciences Curriculum Study, New Jersey, Research Reports

Evaluated was achievement in biology by tenth grade students in Cherry Hill, New Jersey. Three different student groups were exposed to the Biological Sciences Curriculum Study (BSCS) Blue Version, BSCS Yellow Version, and a general survey biology course respectively. Assessed were scientific literacy, increased understanding and ability to use the processes of science, and increased interest in science in general and in biology in particular. Non-equivalent control groups were used and analysis of covariance was used to adjust for group differences. Conclusions regarding the analyses are reported for each of the groups. Objectives were achieved with varying success. (RH)

ED 069 493 SE 015 073

Riggs, Morris Palmer

The Relationship Between Combinations of Levels of Facilities and Equipment, Method of Instruction, Critical Thinking Ability, and Achievement in Biology.

Pub Date 70

Note—243p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7672, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, Curriculum, Doctoral Theses, *Equipment, *Facilities, *Instruction, Learning, *Secondary School Science

Identifiers—Research Reports

Assessed were: (1) the relationship between student ability to do critical thinking and to achieve in biological sciences with facilities and equipment (Factor F) and instruction methods (Factor M) and (2) current attempts to upgrade facilities and equipment and to establish the inquiry approach in biology classes. Twenty-five randomly selected schools from Eastern Tennessee participated in the study. Data regarding instructional methods were obtained from students who completed the Biology Classroom Activities Checklist. Data regarding equipment and facilities were obtained from teachers who completed the 1964 Revised BSCS Biology Laboratory Facilities Checklist. Conclusions and inferences included the following: (1) classes with more adequate facilities and equipment and more innovative methods had higher achievement; (2) interaction effects were found between Factor F and Factor M. Discussion of the various factor combinations and t-test analyses are included. (RH)

ED 069 494 SE 015 088

Good, Wallace Martin

Self-Graded and Teacher-Graded Achievement in a BSCS High School Biology Course.

Pub Date 70

Note—141p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,394, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, Doctoral Theses, *Evaluation, *Grading, *Instruction, *Secondary School Science, Student Evaluation

Identifiers—Biological Sciences Curriculum Study, Research Reports

The effect of self-grading on biology students exposed to the same instruction (except grading) in an upper-middle class public school was investigated by comparing self-graded and teacher-graded populations in (1) achievement in high school biology, (2) level of aspiration behavior, (3) critical thinking skills, and (4) productivity. The acceptability and accuracy of a self-grading model (based on objective criteria formulated from Festinger's social comparison process theory) as a technique for self-evaluation was also investigated. Fifty-eight students in two control classes and 89 students in three treatment classes comprised the study groups. Analysis of variance, chi squares, and trend analysis were used to test 19 null hypotheses. Among the conclusions were the following: there were no significant differences at the .05 level in achievement or critical thinking. The self-graded students were more productive (completed more written reports) and had a significantly different level of aspiration. (Author/RH)

ED 069 495 SE 015 093

Adams, Ruth Helen

Determination and Comparison of Biological Principles in the Public Press and in BSCS Biology Tests.

Pub Date 71

Note—150p.; Ed.D. Dissertation, Oregon State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-15,642, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, *Instructional Materials, *Scientific Concepts, *Scientific Literacy, *Secondary School Science, Textbooks

Identifiers—Biological Sciences Curriculum Study, Research Reports

The purposes of this study were: (1) to formulate a current list of biological principles to use as a checklist in the study; (2) to utilize the checklist in identifying principles required for reading comprehension of news articles concerning the various areas of biology or biology-related

social problems; and (3) to survey the Biological Sciences Curriculum Study (BSCS) textbooks to determine whether the biological principles identified in the public press occurred and to what degree. A checklist of 195 current biological principles was prepared with the aid of past lists and a jury of practicing biologists. Among the conclusions of the study were the following: (1) of the six areas of biology represented in the checklist, ecology received the greatest emphasis in the news and morphology the least; and (2) there was a close relationship between biological principles found in articles in the public press and in the BSCS textbooks, especially the Yellow and Green versions. (RH)

ED 069 496 24 SE 015 142

Lankford, Francis G., Jr.

Some Computational Strategies of Seventh Grade Pupils. Final Report.

Virginia Univ., Charlottesville. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-013

Pub Date Oct 72

Grant—OEG-3-72-0035

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, Fractions, Grade 7, Learning, *Mathematics Education, *Research, Secondary School Mathematics, Whole Numbers

Identifiers—*Computation, Diagnostic Interviews

One hundred seventy-six seventh grade students underwent a recorded interview where each was given a set of computational exercises and asked to say aloud his thinking as he worked them. The most frequently used strategies in computations with whole numbers and fractions are described in detail, an analysis of the nature of wrong answers is included, and characteristics of good and poor computers are listed and discussed. Thirteen conclusions are given, covering computational strategies, vertical vs. horizontal problem arrangement, mathematical vocabulary of students, estimating answers, and the technique of using recorded interviews in research. The computation problems given to the students are included in the report, and the appendices list all the wrong answers given with the accompanying verbal description by the student. (DT)

ED 069 497 SE 015 147

Goldman, Marshall I.

Ecology and Economics: Controlling Pollution in the 70s.

Pub Date 72

Note—234p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (\$6.95)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, *Economics, *Environment, *Environmental Education, Higher Education, International Programs, *Pollution, *Textbooks, Water Pollution Control

Fifteen leading authorities face vital issues and factors concerning pollution. Particular attention is given to possible cures and economical considerations involved. Examples of what is being done in this country and several other industrial countries comprising Germany, Japan, and the Soviet Union are included. Case studies cover regions where the problem has become critical and show how conditions have been improved. Extensive cost estimate figures and explanations of frequently used technical jargon are provided. Major headings are listed as follows: The Nature of the Problem; Economic Analysis; Current Cases; The Soviet Parallel; and Conclusion. (LK)

ED 069 498 SE 015 148

Wall, Charles A.

Individualizing Science Instruction: A Bibliography of Readings.

Georgia Univ., Athens. Dept. of Science Education.

Pub Date Oct 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Individualized Instruction, *Instruction, Reference Materials, *Science Education, Teaching Methods

This bibliography is an alphabetical listing of approximately 90 readings on individualizing science instruction. The following wide range of topics is included: audio-tutorial systems, computer-assisted instruction, programmed materials, independent study, audio-taped programs, teaching by contract, experimental projects, and measurement and evaluation. (LK)

ED 069 499 SE 015 150

Mathematics Methods Program Newsletter, Number 2.

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Elementary School Mathematics, Evaluation, Instruction, *Mathematics Education, Methods Courses, Newsletters, *Preservice Education, *Teacher Education

Indiana University's Mathematics-Methods Program, which integrates mathematics content and methods courses for elementary school education majors, is described in this newsletter. The organization of pilot classes is detailed, the mathematics topics for the first semester are listed, and activities of the education students at a participating elementary school are described. The elementary school's mathematics laboratory, a unit on mathematical relations covered in the methods course, and the writing sessions involving development of project materials are all briefly discussed. Included is an outline of a program for evaluation of the project. (DT)

ED 069 500 SE 015 162

Mathematics Objectives, Level 7 (Project SPPED, System for Program and Pupil Evaluation and Development).

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 72

Note—177p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algebra, Arithmetic, *Behavioral Objectives, *Curriculum, Elementary School Mathematics, *Evaluation, Geometry, Grade 7, *Objectives, *Secondary School Mathematics

This is the fourth volume of a series produced by the New York State Education Department. Originally developed by four local school districts, the mathematics objectives and sample items included were not intended to be official or comprehensive but rather to be used as an aid to teachers in constructing curricula and in making classroom goals clear and precise. The document presents a series of 300 examples, each of which states an objective and gives a sample item. The objectives are classified under one of 12 sections: sets; number, numeral, and numeration systems; whole numbers; fractions (positive rationals); decimals; integers; ratio, proportion, and percent; measurement; geometry; problem solving/word problems; algebra; and statistics and probability. For other volumes in this series, see ED 064 165, ED 064 166, ED 064 167, SE 014 469, and SE 014 548. (DT)

ED 069 501 SE 015 184

Tebbutt, T. H. Y.

Principles of Water Quality Control.

Pub Date 71

Note—179p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Engineering, *Environment, Environmental Education, Pollution, Public Health, *Sanitation, Textbooks, *Water Pollution Control

This book is designed as a text for undergraduate civil engineering courses and as preliminary reading for postgraduate courses in public health engineering and water resources technology. It is also intended to be of value to workers already in the field and to students preparing for the examinations of the Institute of Water Pollution Control and the Institution of Public Health Engineers (England). The text contains 18 chapters which include such topics as: Characteristics of Waters and Wastewaters; Basic Analysis; Basic Microbiology; River Pollution; Introduction to

100 Document Resumes

Treatment Processes; Disinfection; Sludge De-watering and Disposal; Water Reclamation; and Treatment Plant Design. (LK)

ED 069 502 SE 015 193

Johnson, Catherine

The Ninety Six Story.

Ninety Six High School, S. C.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Grouping (Instructional Purposes), *Individualized Instruction, *Instruction, Mathematics Education, Program Descriptions, *Secondary School Mathematics, Teacher Developed Materials

A program is described which combines multi-level grouping and individualized progress curriculum through teacher-prepared Learning Activity Packages (LAPs) in different subject matter areas. The organization and implementation of the program are discussed in detail, including goals of the program; placement of students at appropriate levels; general format of each LAP; grading procedures; administrative decisions concerning staffing, work loads, and utilization of classroom and library space; problems encountered with students and with teachers; and financing of the project. For related documents, see 015 194, SE 015 195, SE 015 196, and SE 015 197. (DT)

ED 069 503 SE 015 194

Evans, Diane

Learning Activity Package, Pre-Algebra.

Ninety Six High School, S. C.

Pub Date 72

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algebra, *Curriculum, *Individualized Instruction, *Instructional Materials, Mathematics Education, *Number Concepts, Number Systems, Objectives, *Secondary School Mathematics, Set Theory, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

A set of ten teacher-prepared Learning Activity Packages (LAPs) for individualized instruction in topics in pre-algebra, the units cover the decimal numeration system; number theory; fractions and decimals; ratio, proportion, and percent; sets; properties of operations; rational numbers; real numbers; open expressions; and open rational expressions. Each unit contains a rationale for the material; a list of behavioral objectives for the unit; a list of resources including texts (specifying reading assignments and problem sets), tape recordings, and commercial games to be used; a problem set for student self-evaluation; suggestions for advanced study; and references. For other documents in this series, see SE 015 193, SE 015 195, SE 015 196, and SE 015 197. (DT)

ED 069 504 SE 015 195

Evans, Diane

Learning Activity Package, Algebra.

Ninety Six High School, S. C.

Pub Date 72

Note—314p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Algebra, Analytic Geometry, *Curriculum, *Individualized Instruction, *Instructional Materials, Mathematics Education, Number Systems, Objectives, *Secondary School Mathematics, Set Theory, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

A set of ten teacher-prepared Learning Activity Packages (LAPs) in beginning algebra and nine in intermediate algebra, these units cover sets, properties of operations, number systems, open expressions, solution sets of equations and inequalities in one and two variables, exponents, factoring and polynomials, relations and functions, radicals, rational expressions, coordinate geometry, quadratic equations and inequalities, quadratic functions, and systems of equations and inequalities. Each unit contains a rationale for the material; a list of behavioral objectives; a list of resources including texts (with reading assignments and problem sets specified), tape recordings, commercial games, filmstrips, and transparencies; a problem set for student self-evaluation; suggestions for advanced study; and references. For other documents in this series, see SE 015 193, SE 015 194, SE 015 196, and SE 015 197. (DT)

ED 069 505 SE 015 196

Holland, Bill

Learning Activity Package, Algebra-Trigonometry.

Ninety Six High School, S. C.

Pub Date 72

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, Curriculum, *Individualized Instruction, *Instructional Materials, Mathematics Education, Objectives, *Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, *Trigonometry, Units of Study (Subject Fields)

A series of ten teacher-prepared Learning Activity Packages (LAPs) in advanced algebra and trigonometry, the units cover logic; absolute value; inequalities, exponents, and complex numbers; functions; higher degree equations and the derivative; the trigonometric function; graphs and applications of the trigonometric functions; sequences and series; permutations, combinations, and probability; descriptive statistics; and special theorems and functions. The units each contain a rationale for the material being covered; lists of behavioral objectives; a list of reading assignments, problem sets, tape recordings, and filmstrips that go with the unit; a student self-evaluation problem set, suggestions for advanced study, and references. For other documents in this series, see SE 015 193, SE 015 194, SE 015 195, and SE 015 197. (DT)

ED 069 506 SE 015 197

Holland, Bill

Learning Activity Package, Geometry.

Ninety Six High School, S. C.

Pub Date 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Geometry, *Individualized Instruction, *Instructional Materials, Mathematics Education, Objectives, *Secondary School Mathematics, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

A set of three teacher-prepared Learning Activity Packages (LAPs) in geometry, the units cover the topics of distance, lines, planes, separation; angles and triangles; and congruences. The units each include a rationale for the material, a list of behavioral objectives, a list of resources including texts (with reading assignments and problem sets specified) and tape recordings, a student self-evaluation sheet, suggestions for advanced study, and references. For other documents in this series, see SE 015 193, SE 015 194, SE 015 195, and SE 015 196. (DT)

ED 069 507 SE 015 201

Spitler, Gail Jean

An Investigation of Various Cognitive Styles and the Implications for Mathematics Education.

Pub Date 70

Note—126p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-17,317 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, Doctoral Theses, *Educational Psychology, Learning Characteristics, *Mathematics Education, *Research

The study's purpose was to examine various psychological and educational conceptions of cognitive style, to determine the implications each has for mathematics education, to summarize the related research, and to integrate the research positions. Five conceptual styles were identified with related research summarized for grades K-12. (Author/DT)

ED 069 508 SE 015 203

Gussett, James Clayton

The Employment of Non-Standard English in the Development of a Mathematics Course for Seventh-Grade Disadvantaged Students.

Pub Date 71

Note—230p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-17, 229 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Disadvantaged Youth, Doctoral Theses, Grade 7, *Instruction, Mathematics Education, *Research, *Secondary School Mathematics, *Urban Language

Thirty lessons for a seventh grade general mathematics course for urban ghetto students were written using non-standard English. A class which used the teacher-developed materials was compared to a second class following the standard text. Pre- and post-tests were given with a t-test applied to the data. Findings showed that the non-standard English materials were as effective as the regular text materials. (Author/DT)

ED 069 509 SE 015 205

Johnson, Randall Erland

The Effect of Activity Oriented Lessons on the Achievement and Attitudes of Seventh Grade Students in Mathematics.

Pub Date 70

Note—204p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-18,755 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Activity Learning, Doctoral Theses, Grade 7, *Instruction, Laboratory Procedures, *Research, *Secondary School Mathematics, Teaching Methods

The purpose of the study was to identify the effectiveness of using activity oriented lessons in seventh grade mathematics. Students were randomly assigned to one of six participating classes; two classes used only textbooks, two used instructional modes other than texts, and two used both texts and other enrichment activities. Units in number theory, geometry and measurement, and rational numbers were taught to all groups with achievement tests given at the end of each unit. A pretest and a posttest of attitude toward mathematics using the semantic differential was also given. Findings showed that the activity oriented instruction did not appear to be more effective than instruction with little or no emphasis on activities, both for achievement and for attitude. (DT)

ED 069 510 SE 015 208

Prather, Frank Peck

An Experimental Briefing-Teacher Aide Program with Professional Laboratory Experiences for Sophomore-Junior Level Pre-Service Mathematics Teacher Trainees.

Pub Date 71

Note—302p.; Ed.D. Dissertation, The University of Nebraska

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-19,511 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, Laboratories, *Mathematics Education, *Preservice Education, *Research, Teacher Aides, *Teacher Education

The purpose of the study was to assess the value of an experimental briefing-teacher aide program. Forty-one sophomore and junior level mathematics majors who volunteered to participate in the program were divided into two groups, with one group exposed to nine briefing sessions and one group not. A pretest, posttest design was used with the tests "Contemporary Mathematics: A Test for Teachers," the "Minnesota Teacher Attitude Inventory," and the "Revised Attitude Inventory." A t-test was applied to the data. Results showed that no significant differences were found on most measures for students who served as teacher aides with or without briefing sessions. (Author/DT)

ED 069 511 SE 015 218

Norland, Charles R.

Mathematics Achievement: Changes in Achievement Scores for Grades Six and Eight After Instruction in Modern Mathematics Programs for Four Years or More, 1969.

Pub Date 71

Note—175p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-29,821 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Curriculum, Doctoral Theses, *Elementary School Mathematics, Grade 6, Grade 8, *Instruction, *Mathematics Education, *Modern Mathematics, *Research

The purpose of the study was to compare the effectiveness of instruction using modern mathematics materials to instruction using traditional

materials. Arithmetic achievement comparisons of sixth and eighth grade groups for the 1968-69 school year were made with their counterparts for the 1964-65 school year. Five schools were included. Subtests of the 1959 edition of the Metropolitan Achievement Test were used. Findings were that in general, students who had a traditional program scored higher than those who had a modern program. (Author/DT)

ED 069 512 SE 015 222
Holly, Keith Allen

Structure-of-Intellect Factor Abilities and a Self-Concept Measure in Mathematics Relative to Performance in High School Modern Algebra.

Pub Date 71
Note—136p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,926 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Algebra, Doctoral Theses, *Mathematics Education, *Predictive Ability (Testing), *Research, *Secondary School Mathematics

The comparative validities of four composites of variables for predicting grade point average in ninth grade modern algebra and performance on the "Cooperative Mathematics Test" were studied. A sample of 177 high school students was used. Findings showed that certain structure-of-intellect factors were useful in predicting algebra success, especially when used in combination with eighth grade marks. (Author/DT)

ED 069 513 SE 015 224

Nickel, Anton Peter

A Multi-Experience Approach to Conceptualization for the Purpose of Improvement of Verbal Problem Solving in Arithmetic.

Pub Date 71
Note—135p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-960 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Doctoral Theses, *Elementary School Mathematics, *Instruction, Learning Theories, *Mathematics Education, *Problem Solving, *Research, Teaching Methods

The purpose of the study was to see if systematic instruction in terms of a multi-experience approach improved verbal problem solving ability, to determine what differences resulted when concrete experiences were not used, and to ascertain the effects of delayed recall on the two different methods. A sample of 15 groups of six fourth-grade students each was used. A six-week period of instruction and a three-week delayed recall period were concluded in the administration of the "Stanford Achievement Arithmetic Application Test." Results showed that the multi-experience approach to problem solving was more effective than the verbal approach. (Author/DT)

ED 069 514 SE 015 228

Gawronski, Jane Donnelly

An Investigation of the Effect of Selected Learning Styles on Achievement in Eighth Grade Mathematics.

Pub Date 71
Note—270p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-351 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, Learning, *Learning Characteristics, Mathematics Education, Problem Solving, *Research, *Secondary School Mathematics, *Student Characteristics

The existence of inductive and deductive learning styles and their effect on mathematics achievement were investigated. On the basis of achievement scores on two tests, 298 eighth grade students were chosen, stratified by sex and previous mathematics achievement, and randomly assigned to one of four instructional sequences. No significant difference in achievement was found between students identified as having inductive or deductive learning styles on programs developed inductively or deductively. (Author/DT)

ED 069 515

Kort, Anthonie Paul

Transformation vs. Non-Transformation Tenth-Grade Geometry: Effects on Retention of Geometry and on Transfer in Eleventh-Grade Mathematics.

Pub Date 71
Note—207p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-30,860 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Geometry, *Instruction, Mathematics Education, *Research, *Secondary School Mathematics, *Transformations (Mathematics)

The study investigated and compared the effects of a transformation and a non-transformation approach to tenth grade geometry on retention of geometry and on transfer in eleventh grade mathematics. A geometry posttest, an advanced algebra pretest, a geometry retention test, an attitude inventory and an eleventh-grade mathematics achievement test were given to 184 eleventh grade students who had studied geometry by one of the two approaches the previous year. A multivariate analysis of regression and covariance were used to analyze the data. Findings indicated that transformation geometry resulted in greater retention of congruence, similarity, and symmetry, but no greater overall retention or transfer than with non-transformation geometry. (Author/DT)

ED 069 516

Paull, Duane Rodney

The Ability to Estimate in Mathematics.

Pub Date 71
Note—108p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4178 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Mathematics Education, *Problem Solving, *Research, *Secondary School Mathematics, Student Characteristics

Identifiers—*Estimation Mathematics

This study analyzed students' ability to estimate length, area, and answers to numerical computations and to solve problems by trial and error. Randomly assigned to one of three groups, 196 students enrolled in eleventh grade college preparatory classes were given two of three different test batteries. Scores from these tests along with the PSAT Mathematical and Verbal scores were used as data; the main analysis was correlational. Findings showed that subjects were not consistent across tasks in their ability to estimate answers, that the ability to estimate is significantly correlated with mathematical and verbal ability, and that there is a positive correlation between the ability to estimate answers to numerical computations and the ability to solve problems by trial and error. (Author/DT)

ED 069 517

Stenger, Donald J.

An Experimental Comparison of Two Methods of Teaching the Addition and Subtraction of Common Fractions in Grade Five.

Pub Date 71
Note—216p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-2954 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Fractions, Grade 5, *Instruction, *Mathematics Education, *Research, Teaching Techniques

A unit on adding and subtracting fractions based on the formal definition from rational numbers was developed and compared to use of an unspecified method. Eighty-one fifth-grade students were randomly assigned to two classes for arithmetic instruction. After completion of the unit, an immediate and a delayed posttest were given; an analysis of variance and of covariance were used on these respectively. Findings showed that the experimental group performed significantly better on both criterion tests, but that the control group wrote significantly more correct answers in lowest terms. (Author/DT)

SE 015 229

ED 069 518

Bring, Curtis Ray

Effects of Varying Concrete Activities on the Achievement of Objectives in Metric and Non-Metric Geometry by Students of Grades Five and Six.

Pub Date 71
Note—242p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3248 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, Doctoral Theses, *Elementary School Mathematics, *Geometric Concepts, Grade 5, Grade 6, *Instruction, Manipulative Materials, *Mathematics Education, *Research

The purpose of this study was to obtain insights into the learning of concepts in metric and non-metric geometry by fifth and sixth grade students. A total of 102 students were divided into two groups characterized by the amount and type of concrete activities used. A pretest and two posttests were given. Results showed that older students and students with high reading and mathematics levels and high IQ's achieved significantly higher means on the test, and that students using concrete activities achieved higher than students deprived of these activities. (Author/DT)

ED 069 519

Burton, Douglas Stuart

The Ability of Selected Sixth Grade Pupils to Function at a Variety of Cognitive Levels on Selected Mathematical Tasks.

Pub Date 71
Note—158p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3250 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Doctoral Theses, *Elementary School Mathematics, Grade 6, *Instruction, *Learning Theories, *Mathematics Education, *Research

The purpose was to examine the assumption that all children of various abilities can profit from instruction demanding activity on a variety of cognitive levels. Two groups of about 40 sixth graders each were chosen by their scores on the "Analysis of Learning Potential." Students were classified as having high or low success potential. A series of five process exercises (featuring topics not previously taught and using a quasi-programmed format with an independent directed discovery approach) were taught to each group. Findings showed that pupils in the high group attained high proportions of success and that at least one-half of the low group pupils also attained a respectable measure of success at every cognitive level. A marked difference in behavior related to self-confidence of low and high group students was shown. Pupils in both groups showed preference for manipulatory activities. (Author/DT)

ED 069 520

Nibbelink, William Henry

The Use of an Anecdotal Style of Content Presentation as a Motivational and Instructional Device for Seventh Grade Under-Achievers in Mathematics.

Pub Date 71
Note—214p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,530 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 7, *Instruction, Instructional Materials, *Low Achievers, *Mathematics Education, Motivation, *Research, *Secondary School Mathematics, Teaching Methods

A narrative of about 100 pages and an accompanying workbook which attempted to imbue mathematics content in fiction were used with eight classes of seventh grade underachievers. Pretests and posttests covering open sentences, computations, and algorithms were given, along with reading vocabulary and reading comprehension tests. Results showed that the experimental program was effective in raising achievement levels in mathematics, that the program was not

SE 015 237

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less effective than the traditional program relative to any of the mathematics sub-tests, and that it was more effective relative to the algorithms sub-test. (Author/DT)

ED 069 521 SE 015 239

Grouws, Douglas Arthur

Differential Performance of Third-Grade Children in Solving Open Sentences of Four Types.

Pub Date 71

Note—182p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-1028 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Addition, Doctoral Theses, *Elementary School Mathematics, Grade 3, *Mathematics Education, *Number Concepts, *Research, Subtraction

Identifiers—*Mathematics Sentences

The relationship between children's performance in solving open sentences and the factors of sentence type, number size, and context was investigated. The study also identified and classified the methods of solution used. Thirty-two third graders were individually given an orally administered test on open sentences. Four types of open sentences were used: $N + a = b$, $a + N = b$, $a - N = b$, and $N - a = b$, where N was the placeholder. Half of the test items included a verbal problem presented with the open sentence, while the remainder of the items gave only an open sentence. Multivariate analysis of variance was used. Results showed that open sentences of the type $N - a = b$ were significantly more difficult than those with smaller constants. Children used an average of five different solution methods on the items. (Author/DT)

ED 069 522 SE 015 318

Loomis, Chalie

Cuisenaire Daily Calendar of a Primary One Teacher. How-I-Did-It.

University City School District, Mo.

Pub Date Sep 65

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *Elementary School Mathematics, *Instruction, Instructional Materials, Laboratory Procedures, *Manipulative Materials, *Number Concepts, Symbols (Mathematics), Teaching Techniques, Whole Numbers

Identifiers—*Cuisenaire Rods

A teacher's daily record of activities and strategies for teaching arithmetic to a class of first grade students exclusively through the use of Cuisenaire rods is described. Worksheets and the mid-term test are included. A short evaluation of the results of the instructional method concludes the paper. (DT)

ED 069 523 SE 015 334

Cox, Philip L.

Exploring Linear Measure.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 69

Grant—OEG-68-05635-0

Note—95p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, *Measurement, Metric System, Objectives, *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—ESEA Title III

This material is an instructional unit on measuring and estimating. A variety of activities are used with manipulative devices, worksheets, and discussion questions included. Major topics are estimating lengths, accuracy of measurement, metric system, scale drawings, and conversion between different units. A teacher's guide is also available. Related documents are SE 015 335 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 524 SE 015 335

Cox, Philip L.

Exploring Linear Measure, Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 69

Grant—OEG-68-05635-0

Note—226p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, *Measurement, Metric System, Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

This guide to accompany "Exploring Linear Measure," contains all of the student materials in SE 015 334 plus supplemental teacher materials. It includes a listing of terminal objectives, necessary equipment and teaching aids, and resource materials. Answers are given to all problems and suggestions and activities are presented for each section. Related documents are SE 015 334 and SE 015 336 through SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 525 SE 015 336

Choate, Stuart A.

Activities with Ratio and Proportion.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Grant—OEG-68-05635-0

Note—135p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Percentage, *Ratios (Mathematics), *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—ESEA Title III

This instructional unit focuses on writing ratios and proportions in problem situations, solutions by means of proportions, and determination of percentages. A number of experiments are suggested and worksheets and discussion questions are included. The activities are oriented toward situations in which the students would probably have had some previous experience. A teacher's guide is also available. Related documents are SE 015 334, SE 015 335, and SE 015 337 through SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 526 SE 015 337

Choate, Stuart A.

Activities with Ratio and Proportion, Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Grant—OEG-68-05635-0

Note—288p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Percentage, *Ratios (Mathematics), *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

This guide to accompany "Activities with Ratio and Proportion," contains all of the student materials in SE 015 336 plus supplemental teacher materials. It includes a listing of terminal objectives, necessary equipment and teaching aids, and resource materials. Answers are given to all problems and suggested approaches and activities are presented for each section. Related documents are SE 015 334 through SE 015 336 and SE 015 338 through SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 527 SE 015 338

Crook, Edwin F.

Equa-formu-alities (Equations - Formulas - Inequalities).

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 70

Grant—OEG-68-05635

Note—78p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Graphs, *Inequalities, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—Equations, ESEA Title III, Formulas Mathematics

This instructional unit is designed to serve as an introduction to algebra. True and false mathematical sentences are first presented with open sentences to introduce the use of a variable. Inequalities, formulas, and graphs are the next major concepts discussed. The unit concludes with six projects that attempt to tie the major concepts together. A teacher's guide is also available. Related documents are SE 015 334 - SE 015 337 and SE 015 339 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 528 SE 015 339

Crook, Edwin F.

Equa-formu-alities (Equations - Formulas - Inequalities), Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 70

Grant—OEG-68-05635-0

Note—149p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Graphs, *Inequalities, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Equations, ESEA Title III, Formulas Mathematics

This guide to accompany "Equa-formu-alities" contains all of the student information in SE 015 338 plus supplemental teacher materials. After each section there is a listing of terminal objectives, discussion questions, and suggested approaches. Also included is a list of necessary equipment and teaching aids. Related documents are SE 015 334 - SE 015 338 and SE 015 340 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 529 SE 015 340

Coburn, Terrence G. Cox, Philip L.

Angle Measure.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Grant—OEG-68-05635-0

Note—147p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low Ability Students, Manipulative Materials, Mathematics Education, *Measurement, Objectives, *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—ESEA Title III

This instructional unit seeks to prepare the student to exhibit competence in the mechanics of measuring and estimating angle size and in making generalizations on the nature of measurement. Experimentation with the use of circular and semi-circular protractors is encouraged. Exercises and discussion questions are given for each section. Appendices are included which contain material for review, remediation, and enrichment. A teacher's guide is also available. Related documents are SE 015 334 - SE 015 339 and SE 015 341 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 530 SE 015 341

Coburn, Terrence G. Cox, Philip L.

Angle Measure, Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Grant—OEG-68-05635-0

Note—255p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low

Ability Students, Manipulative Materials, Mathematics Education, *Measurement, Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

This guide to accompany "Angle Measure" contains all of the student information in SE 015 340 plus supplemental teacher materials. A summary of terminal objectives and necessary equipment and teaching aids is given. Discussion topics, teaching suggestions, and answers appear with each section. Related documents are SE 015 334 - SE 015 340 and SE 015 342 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 531 SE 015 342

Coburn, Terrence G.

Where is the Point?

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 70

Grant—OEG-68-05635-0

Note—91p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Geometric Concepts, *Graphs, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—Coordinate Systems, ESEA Title III

This instructional unit presents the coordinate system as a correspondence between a set of numbers and a set of points. A variety of coordinate systems are studied with major emphasis on the rectangular system. Basic problem solving and critical thinking skills are practiced in practical application situations. Related documents are SE 015 334 - SE 015 341 and SE 015 343 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 532 SE 015 343

Coburn, Terrence G.

Where is the Point? Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 70

Grant—OEG-68-05635-0

Note—211p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, *Geometric Concepts, *Graphs, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Coordinate Systems, ESEA Title III

This guide accompanies "Where is the Point?"; it contains all of the student materials in SE 015 342 plus supplemental teacher materials. With each lesson there is a list of objectives and equipment and teaching aids, suggested approaches, discussion questions, and answers. Appendices include transparency masters and supplemental activities. Related documents are SE 015 334 - SE 015 342 and SE 015 344 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 533 SE 015 344

Plak, Diane M.

Geometric Excursions.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Grant—OEG-68-05635-0

Note—108p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low Ability Students, *Manipulative Materials, Mathematics Education, Objectives, *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—ESEA Title III

This geometric instructional unit concentrates on student use of three-dimensional manipulative aids. Rigorous definitions are avoided as students use categorical reasoning based on their own ex-

periences. Through their own discovery of relationships, it is hoped students will become interested in geometry, aware of geometric forms in the world, and make better use of spatial perception. A teacher's guide is available. Related documents are SE 015 334 - SE 015 343 and SE 015 345 - SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 534 SE 015 345

Plak, Diane M.

Geometric Excursions, Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Grant—OEG-68-05635-0

Note—128p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low Ability Students, *Manipulative Materials, Mathematics Education, Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

This guide to accompany "Geometric Excursions" contains all of the student information in SE 015 344 plus additional teacher materials. With each section are listings of objectives, equipment and teaching aids, suggested approaches, and discussion questions. Masters are provided for making transparencies and student copies of patterns for three-dimensional solids. Related documents are SE 015 334 - SE 015 344, SE 015 346, and SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 535 SE 015 346

Herman, Daniel L.

Similarity and Congruence.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 71

Grant—OEG-68-05635-0

Note—53p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Congruence, Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, Ratios (Mathematics), *Secondary School Mathematics, Units of Study (Subject Fields), Worksheets

Identifiers—ESEA Title III

This instructional unit is an introduction to the common properties of similarity and congruence. Manipulation of objects leads to a recognition of these properties. The ASA, SAS, and SSS theorems are not mentioned. Limited use is made in the application of the properties of size and shape preserved by similarity or congruence. A teacher's guide is available. Related documents are SE 015 334 - SE 015 345 and SE 015 347. This work was prepared under an ESEA Title III contract. (LS)

ED 069 536 SE 015 347

Herman, Daniel L.

Similarity and Congruence, Teacher's Guide.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 71

Grant—OEG-68-05635-0

Note—102p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classification, *Congruence, Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Low Ability Students, Mathematics Education, Objectives, Ratios (Mathematics), *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

This guide to accompany "Similarity and Congruence" contains all of the student information in SE 015 346 plus supplemental teacher materials. A summary of terminal objectives and teaching aids and equipment is given. With each section are listings of objectives, teaching aids, suggested approaches, and discussion questions. Related documents are SE 015 334 - SE 015 346.

This work was prepared under an ESEA Title III contract. (LS)

ED 069 537 SE 015 354

Activities in Geometry, Grades 4-6.

Halton County Board of Education, Burlington (Ontario).

Pub Date [72]

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, *Elementary School Mathematics, *Geometric Concepts, *Graphs, Instruction, *Instructional Materials, Intermediate Grades, Laboratory Procedures, Mathematics Education, *Measurement, Worksheets

This is a collection of activities for individual or small group work. All can be done with a minimum of teacher direction. Major topics are: (1) measurement—length, area, and volume; (2) geometric shapes—triangles, quadrilaterals, polygons, and three-dimensional; (3) graphing in the plane and use of statistical graphs; and (4) angular measurement and circles. Most sections have worksheets, explanations, examples, and questions for discussion. (LS)

ED 069 538 SE 015 355

Measurement, Grades 4-6.

Halton County Board of Education, Burlington (Ontario).

Pub Date [72]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, *Elementary School Mathematics, *Geometric Concepts, Instruction, *Instructional Materials, Intermediate Grades, Laboratory Procedures, Mathematics Education, *Measurement, Worksheets

This is a collection of mathematics laboratory activities related to the topics of linear and square measure. There are a number of experimental situations from which results may be generalized. Also included are worksheets, examples and discussion questions which are based on practical situations whenever possible. The materials are for student use and contain no comments for teachers. (LS)

ED 069 539 SE 015 361

Glaser, Anton

Binary Arithmetic From Harriot (CA, 1600 A.D.) to the Computer Age.

Pub Date 72

Note—11p.; Paper presented at the International Congress of Mathematical Education Meeting (2nd, August 29-September 2, 1972, Exeter, England)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biographies, *History, Mathematical Enrichment, *Mathematicians, *Mathematics, *Number Concepts, Symbols (Mathematics)

Identifiers—*Binary Arithmetic

This history of binary arithmetic begins with details of Thomas Harriot's contribution and includes specific references to Harriot's manuscripts kept at the British Museum. A binary code developed by Sir Francis Bacon is discussed. Briefly mentioned are contributions to binary arithmetic made by Leibniz, Fontenelle, Gauss, Euler, Benzout, Barlow, DeMorgan, Cantor, Muller, Peano, and Bouton. (DT)

ED 069 540 SE 015 387

Darby, Charles A., Jr. And Others

The Computer in Secondary Schools, A Survey of Its Instructional and Administrative Usage.

Pub Date 72

Note—135p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computers, Curriculum, Instruction, Mathematics Education, *Research, *Secondary School Mathematics

Based on a nationwide survey of secondary schools (sponsored by NSF), the study describes the extent and degree of computer use for both administrative and instructional purposes. In covering instructional applications, the study also includes statistics on the nature and purpose of computer use; type of source and level of support; school characteristics; and use, previous use, and plans for future use. The survey instru-

104 Document Resumes

ments used in the study are included in the appendices. (DT)

ED 069 541 SE 015 431

Mee, A. J. And Others
Science for the 70's, Book 1 and Book 2.
Scottish Education Dept., Edinburgh.
Pub Date 71
Note—280p.

Available from—Heinemann Educational Books,
48 Charles Street, London W1X8AH, England
Document Not Available from EDRS.

Descriptors—Curriculum, *General Science, *Instructional Materials, Interdisciplinary Approach, *Laboratory Manuals, *Secondary School Science, *Textbooks

Identifiers—Scotland

The course presented in these two textbooks is an experimental integrated science course that is closely based upon the syllabus prepared by the Working Party on Secondary School Science (SE 015 432). The course, intended for all students in the first two years of Scottish secondary schools (grades eight and nine, approximately), interweaves topics from physics, chemistry, and biology topics to stress the general principles of science. Book 1 presents materials for the following units: Introducing Science; Looking at Living Things; Energy; What Are Things Made of?; Solvents and Solutions; Units of Life; Electricity; and Some Common Cases. Book 2 contains units 9-15: Heat Flow; Hydrogen, Acids, and Alkalis; Detecting the Environment; The Earth and What We Get from It; Support and Movement; Transport Systems in Living Things; and Electricity and Magnetism. Each volume contains text descriptions of phenomena, suggestions for experiments and investigations, and questions to promote thinking. The units are presented in one possible teaching order but are, in most cases, relatively independent, and teachers are expected to treat sections in different sequences to suit local conditions. See also SE 015 432, SE 015 433, and SE 015 434. (AL)

ED 069 542 SE 015 432

Curriculum Papers 7, Science for General Education: For the First Two Years and the Early School Leaver.

Scottish Education Dept., Edinburgh.
Pub Date 71
Note—111p.

Available from—Her Majesty's Stationery Office,
13A Castle Street, Edinburgh EH2 3AR, Scotland

Document Not Available from EDRS.

Descriptors—Advisory Committees, *Curriculum, *Educational Needs, *General Education, General Science, Program Descriptions, Reports, *Science Education, *Secondary Grades, Secondary School Science

Identifiers—Scotland

The syllabus prepared by the Scottish Working Party on Secondary School Science for the first two years of secondary education, when all pupils study science, is given in detail in the Working Party's report. The broad objectives for science components of courses designed for students in the third and fourth years (approximately grades 10 and 11) who are likely to leave school at the statutory leaving age are given, but less detail of possible courses is provided. The syllabi are presented within a framework of a broad rationale for science in secondary education. The resources needed for effective science teaching, the advisability of and methods for pupil-centered teaching, and techniques of assessment are discussed and illustrated by examples. Brief mention is also made of necessary teacher training and the role of teachers' centers in providing in-service education and leadership. See also SE 015 431 and SE 015 433 through SE 015 436. (AL)

ED 069 543 SE 015 433

Mee, A. J. And Others
Science for the 70's, Book 1 Teachers' Guide.
Scottish Education Dept., Edinburgh.
Pub Date 71
Note—208p.

Available from—Heinemann Educational Books,
48 Charles Street, London W1X8AH, England
Document Not Available from EDRS.

Descriptors—Curriculum, Evaluation, *General Science, *Instruction, *Multiple Choice Tests, Program Descriptions, Resource Materials, Science Tests, Secondary School Science, *Teaching Guides

Identifiers—Scotland

The Teachers' Guide to the materials based upon the syllabus for science courses for the first two years of secondary education in Scotland (SE 015 432) summarizes the syllabus, discusses the philosophy behind the course, suggests possible teaching methods, and comments upon assessment techniques. For each unit of the syllabus the specific objectives are stated, teacher hints given, and the experiments in the textbooks (SE 015 431) discussed, with notes on apparatus required and the appropriate Worksheet (SE 015 434) to use if desired. An appendix contains 95 multiple choice items keyed to the appropriate unit and classified to the category of educational objective (knowledge, comprehension, application, or higher abilities). (AL)

ED 069 544 SE 015 434

Science Worksheets [Year One—Sections 1 to 8, Year Two—Sections 9 to 15].

Scottish Education Dept., Edinburgh.
Pub Date 69
Note—154p.

Available from—Heinemann Educational Books,
48 Charles Street, London W1X8AH, England
Document Not Available from EDRS.

Descriptors—*General Science, *Instructional Materials, Laboratory Manuals, Resource Materials, Secondary Grades, *Secondary School Science, *Worksheets

Identifiers—Scotland

The 144 worksheets contained in these two packages (one package for each of the first two years of a Scottish science course based on the syllabus developed by the Working Party on Secondary School Science and described in SE 015 432) have been designed to suit a broad ability range of students between the ages of about 11 and 14. The sheets contain guidance for investigations for each of the 15 units, but are not intended to be the only resources used in teaching courses based on the syllabus outlined by the working party. They are compatible with the textbooks described in SE 015 431, but are not dependent upon them. See also SE 015 433 and SE 015 435. (AL)

ED 069 545 SE 015 435

Integrated Science Course, Memoranda for Teachers, Sections 1-8 and Sections 9-14.

Scottish Education Dept., Edinburgh.
Pub Date [71]
Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*General Science, Instruction, *Secondary School Science, *Teaching Guides, *Worksheets

Identifiers—Scotland, *Scottish Integrated Science

Teaching notes for each of the 15 sections of the Scottish Integrated Science course, based upon the report of the Working Party on Secondary School Science (SE 015 432), have been written by teachers who taught the course in pilot stages. For each section there is a general introduction to the intent of the unit, a list of specific objectives, a discussion of the experiments contained in the Worksheets prepared by the Working Party (SE 015 434), and a short reference list. In many cases additional experiments are discussed and specific difficulties likely to be encountered by pupils are identified. Parts of the memoranda can be understood without reference to the worksheets or syllabus outline, but most experimental details are not repeated in the discussion of each section. (AL)

ED 069 546 SE 015 436

Science Topics for Third and Fourth Year Non-S.C.E. Courses.

Scottish Education Dept., Edinburgh.
Pub Date [70]
Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum, *General Education, *Interdisciplinary Approach, Program Descriptions, *Science Units, Secondary Grades, *Secondary School Science, Units of Study (Subject Fields)

Identifiers—Scotland

This publication contains details of 18 science topics based upon the general science objectives stated by the Working Party on Secondary School Science for pupils in the third and fourth years of Scottish secondary schools who do not intend to take courses leading to the Scottish Certificate of Education examinations (see SE 015 432). The topics are intended to form part of 16 possible

school courses such as Marketing, Fabric and Fashion, Minerals and Gemstones, Building, and Health and Recreation. A chart indicating the courses in which each science topic may be included is given. For each topic there is a general introduction, indicating the links with the science course for the previous two years and the general goals of the topic; a detailed syllabus; and additional notes and/or references for teacher and student. The detailed syllabus contains a synoptic statement of content, explanatory notes, and suggested laboratory and home investigations. The topics included are Microbiology; Marine Biology; Fresh Water Biology; Plant Science; Nutrition; Human Sciences; Earth Sciences; Fuels; Dyes; Corrosion; Surface Science; Photographic Science; Optics; Astronomy; Weather Science; Flow; Electrical Circuits; and Electronics. (AL)

ED 069 547 SE 015 440

Misselbrook, Hilda
Nuffield Secondary Science Teachers' Guide.
Nuffield Foundation, London (England).
Pub Date 70

Note—115p.

Available from—Longman Group Limited, 74
Grosvenor Street, London W1, England
Document Not Available from EDRS.

Descriptors—Curriculum, Educational Needs, General Science, *Instruction, Integrated Curriculum, Program Descriptions, *Science Course Improvement Project, Secondary School Science, Social Factors, *Teaching Guides

Identifiers—Nuffield Foundation, *Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools, and the examples are often British, although many of the suggested activities are adaptable to other countries. The materials are published in a set of eight Themes, where related materials are described. However, it is strongly recommended that a course should not be formed from the Themes in numerical sequence. The materials included have been selected on the basis of their "significance" for the pupils; that is, the "science studies should have immediate significance for the student in terms of its intrinsic interest, and at the same time, be concerned with the real adult world." There is an emphasis on pupil experimentation and on the social significance of scientific developments. The Teachers' Guide summarizes the content of the Themes; discusses the aims of science teaching, with particular reference to Secondary Science; describes techniques for using the books; suggests methods of introducing the work and organizing the laboratory; outlines 12 possible routes through the material, each providing an integrated science course; and provides a brief history of the project. The Themes are described in SE 015 441 to SE 015 448. (AL)

ED 069 548 SE 015 441

Marson, J. Eric
Nuffield Secondary Science, Theme 1, Interdependence of Living Things.

Nuffield Foundation, London (England).
Pub Date 71
Note—174p.

Available from—Longman Group Limited, 74
Grosvenor Street, London W1, England
Document Not Available from EDRS.

Descriptors—Curriculum, *Ecology, *Environmental Education, Instruction, Instructional Materials, Program Descriptions, Resource Materials, Science Activities, *Secondary School Science, *Teaching Guides

Identifiers—Nuffield Foundation, *Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools. The Teachers' Guide to the entire set of Themes is described in SE 015 440. Each Theme is a teachers' guide to a particular set of activities and is not intended for student use. There are no student textbooks prepared by the project. Teachers are helped to structure activities so that as far as possible the "pupils make discoveries which are genuine to themselves." For each sec-

tion, descriptions of appropriate experiments, possible teaching strategies, examples of discussion and consolidation questions, and lists of necessary apparatus are given. References for each field of study include books, pamphlets, and audio-visual aids. The following fields of study (with subsidiary sections indicated in parentheses) are included in Theme 1: Environmental Studies, Classification, and Identification (aquatic habitats, non-aquatic habitat, field work in built-up areas, soil); Basic Exchanges (water, carbon and oxygen, energy, nitrogen); Animal and Plant Growth: Population Studies (growth experiments, population and community); and Colonization: Disease, Pest, and Weed Control. See also SE 015 440 to SE 015 448. (AL)

ED 069 549 SE 015 442

Wigglesworth, George

Nuffield Secondary Science, Theme 2, Continuity of Life.

Nuffield Foundation, London (England).

Pub Date 71

Note—273p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—Curriculum, *Evolution, *Genetics, Instruction, Instructional Materials, *Reproduction (Biology), *Science Activities, Secondary Grades, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of Themes is described in SE 015 440 and the nature of each Theme summarized in SE 015 441. Theme 2 contains the following fields of study (with the subsidiary sections indicated in parentheses): Animal and Plant Reproduction and Propagation (introduction to life cycles, aspects of life cycles, importance to man of knowledge of life cycles); Inheritance (variation in plants and animals, what influences plant growth?, ancestry and variability, why am I like I am?, mechanism of inheritance, how useful is man's knowledge of inheritance?); and the Process of Evolution (evolution of dog and rose breeds, human physical evolution, fossil evidence, variation in populations, variation/adaptation/predation, micro-evolution in action, biogeography, quadruped limb, similarity of man and other animals, human effect on evolution). See also SE 015 443 to SE 015 448. (AL)

ED 069 550 SE 015 443

Fox, Dennis

Nuffield Secondary Science, Theme 3, Biology of Man.

Nuffield Foundation, London (England).

Pub Date 71

Note—269p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Behavior, Drug Education, *Human Body, Human Development, Instruction, Instructional Materials, *Physiology, Science Activities, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of Themes is described in SE 015 440 and the nature of each Theme summarized in SE 015 441. Theme 3 contains the following fields of study (with the subsidiary sections indicated in parentheses): Physical Activity (experience of physical activity, gaseous exchange, fuel, transport, heat production and temperature regulation, muscles and joints, growth and repair, water balance and wastes); Human Life Cycle: Reproduction, Growth and Development (conception to birth, childhood, physical development in adolescence, changes in behavior at adolescence, maturity and aging); Health and Hygiene (microorganisms and food, body's defenses, diseases); and Senses, Behavior,

and Learning (the senses, perception, simple behavior—response to a stimulus, human behavior, motivation, attitudes, personality, substances influencing behavior). See also SE 015 442 to SE 015 448. (AL)

ED 069 551 SE 015 444

Howard, Edgar

Nuffield Secondary Science, Theme 4, Harnessing Energy.

Nuffield Foundation, London (England).

Pub Date 71

Note—187p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Electricity, *Energy, *Heat, *Instruction, Instructional Materials, Physiology, Science Activities, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of Themes is described in SE 015 440 and the nature of each Theme summarized in SE 015 441. Theme 4 contains the following fields of study (with subsidiary sections indicated in parentheses): Energy in Action (energy conversion, energy and movement, energy and changes in materials); Man's Energy: His Physical Limitations and the Use of Machines (exerting and measuring forces, exerting forces by simple machines, doing work in simple situations, physiological effects of doing work, power output of human body, power of engines and motors, working through machines); Electrical Transmission of Energy (introductory investigations, versatility of electricity, simple d.c. circuits, use of alternating current, motors and dynamos, converting a.c. and d.c.); and Problems of Bringing Energy to Bear (heat, entropy, efficient use of fuels). See also SE 015 442 to SE 015 448. (AL)

ED 069 552 SE 015 445

Howard, Edgar

Nuffield Secondary Science, Theme 5, Extension of Sense Perception.

Nuffield Foundation, London (England).

Pub Date 71

Note—202p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Acoustics, *Electronics, Instruction, Instructional Materials, *Light, *Optics, Perception, Physical Sciences, Physiology, *Teaching Guides, Technology

Identifiers—*Nuffield Secondary Science, Sound

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of Themes is described in SE 015 440 and the nature of each Theme summarized in SE 015 441. Theme 5 contains the following fields of study (with subsidiary sections indicated in parentheses): Human Limitations—Extending the Range of Sense Perception; Hearing and the Nature of Sound (introductory experiences, characteristics of sound, transmission of sound, speed of sound, sound as the raw material of music, noise and acoustics, sound recording and reproduction); Seeing and the Behavior of Light (the camera, illumination, using lenses and mirrors—optical instruments, color and its effects, nature of light); and Artificial Aids to Communication and Recording (telephone, radio, transistor as a switch, simple switching circuits, cathode ray oscilloscope, radar, television). See also SE 015 442 to SE 015 448. (AL)

ED 069 553 SE 015 446

Richardson, W. Tollyfield, J. K.

Nuffield Secondary Science, Theme 6, Movement.

Nuffield Foundation, London (England).

Pub Date 71

Note—173p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—Behavior, Biology, Instruction, Instructional Materials, *Kinetics, *Motion, Physical Sciences, Physiology, Secondary School Science, *Teaching Guides, *Transportation

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of materials is described in SE 015 440 and the nature of each Theme summarized in SE 015 441. Theme 6 contains the following fields of study (with subsidiary sections indicated in parentheses): Transport (getting things moving, things in motion, internal combustion engine, stopping a moving object, air transport, falling and circular motion, vibration/resonance/waves); and Natural Movements of Living Things (movement for a purpose, movement of animals' limbs, balancing, further discussion of angular momentum, walking/running/jumping, projectiles, other ways of moving, flying, swimming). See also SE 015 442 to SE 015 448. (AL)

ED 069 554 SE 015 447

Blackledge, J. And Others

Nuffield Secondary Science, Theme 7, Using Materials.

Nuffield Foundation, London (England).

Pub Date 71

Note—290p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Building Materials, *Fuels, General Education, Instruction, Instructional Materials, *Metals, *Radiation, Science Activities, Secondary School Science, Teaching Guides, *Textiles Instruction

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of materials is described in SE 015 440 and the nature of the Themes summarized in SE 015 441. Theme 7 contains the following fields of study (with subsidiary sections indicated in parentheses): Collecting and Classifying Materials (classification, investigating the structure of matter); Metals and Alloys (metals and their sources, effects of heat on metals, etc.); Fuels (burning some materials, origin and manufacture of fuels, igniting fuels, etc.); Synthetic and Natural Products (types of building materials, strength and hardness, porosity of building materials, environmental effects on materials, soaps and detergents, other cleaning agents, emulsions); and Radioactive Materials (introduction to radioactivity, radiation and ionization, hazards and protection, radioactive decay, uses, biological effects). See also SE 015 442 to SE 015 448. (AL)

ED 069 555 SE 015 448

Leigh, R.

Nuffield Secondary Science, Theme 8, The Earth and Its Place in the Universe.

Nuffield Foundation, London (England).

Pub Date 71

Note—265p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1, England

Document Not Available from EDRS.

Descriptors—*Astronomy, *Earth Science, Field Studies, Instruction, Instructional Materials, *Meteorology, Science Activities, Secondary School Science, *Space Sciences, *Teaching Guides

Identifiers—*Nuffield Secondary Science

Nuffield Secondary Science is a set of tested materials from which teachers can prepare courses for students in grades 9-11 (approximately) who do not intend to major in science. The materials are designed for British secondary schools but are adaptable to other countries. The Teachers' Guide to the entire set of materials is described in SE 015 440 and the nature of the Themes summarized in SE 015 441. Theme 8 contains the following fields of study (with subsidiary sections indicated in parentheses): Getting Away from the Earth (rocketry, orbits, projec-

tiles, effects of friction, gravitational fields); The Solar System and Beyond (environment of Earth, Earth in space, the Moon, planets, Sun and other stars, man in space); The Weather (the atmosphere, factors causing weather phenomena, sequence of weather patterns, effects of weather on everyday lives); The Earth's Crust (basic questions, examples of field-based teaching schemes, suggestions for follow-up work). See also SE 015 442 to SE 015 447. (AL)

ED 069 556 SE 015 449
Nuffield Combined Science, Teachers' Guide I and Pack I Activities.
Nuffield Foundation, London (England).
Pub Date 70
Note—700p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1X 0AS, England
Document Not Available from EDRS.

Descriptors—Curriculum, General Science, *Instructional Materials, Integrated Curriculum, Laboratory Manuals, Program Descriptions, *Science Activities, Secondary School Science, Teaching Guides, Worksheets
Identifiers—Nuffield Combined Science, *Nuffield Foundation

Nuffield Combined Science is a set of tested instructional materials prepared in an "attempt to recapture the unity of outlook and consistency of method which belong to the whole of science and which enable us to make reasoned statements about the world we live in." The student-centered activity-based materials integrate the traditional divisions of science. The materials were prepared for students in grades seven and eight of British secondary schools. However, the material is not unique to a British environment. Teachers' Guide I contains outlines of experiments, philosophy, and comments on the first five of ten sections: The World Around Us; Looking for Patterns; How Living Things Begin; Air; and Electricity. The associated Activities Pack includes a booklet for each section, listing instructions for some of the suggested student investigations, background reading, and a series of questions to guide classroom discussion or prompt individual out-of-school activities. Reference sheets guide students in basic manipulative techniques—hand lenses, heating, and using measuring instruments. See also SE 015 450 and SE 015 451. (AL)

ED 069 557 SE 015 450
Nuffield Combined Science, Teachers' Guide III.
Nuffield Foundation, London (England).
Pub Date 70
Note—266p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1X 0AS, England
Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Curriculum, Grade 7, Grade 8, Instructional Aids, Mathematics Instruction, Resource Materials, Science Equipment, *Secondary School Science, *Teaching Guides, Teaching Methods
Identifiers—Nuffield Combined Science, *United Kingdom

Nuffield Combined Science, a program prepared for the first two years of British secondary schools, is described in SE 015 449 and SE 015 451. Teachers' Guide III contains a series of alphabetically arranged "hints" on laboratory and pedagogic techniques, details of apparatus and materials necessary for each exercise suggested in each of the 10 sections contained in Teachers' Guides I and II, a catalogue of appropriate teaching aids (together with British sources), instructions for the construction of some apparatus in the school, and an appendix discussing the treatment of the necessary mathematical skills in science classes. These sections, particularly "hints," are referenced in the text of Teachers' Guides I and II. (AL)

ED 069 558 SE 015 451
Nuffield Combined Science, Teachers' Guide II and Pack II Activities.
Nuffield Foundation, London (England).
Pub Date 70
Note—675p.

Available from—Longman Group Limited, 74 Grosvenor Street, London W1X 0AS, England
Document Not Available from EDRS.

Descriptors—Curriculum, *Instructional Materials, *Integrated Curriculum, Laboratory Manuals, *Science Course Improvement Project, *Secondary School Science, *Teaching Guides, Worksheets

Identifiers—Nuffield Combined Science

Nuffield Combined Science, prepared for the first two years of British secondary schools (grades seven and eight, approximately), is described in SE 015 449. Teachers' Guide II and Activities Pack II contain the material developed for the following sections: Water; Small Things (microorganisms and particle theory of matter); Earth; Insects; and Energy. The material in these sections provides teachers with a set of ideas and advice based upon classroom trials that will enable them to select the appropriate activities for courses specifically designed for their own students. The materials are designed for flexibility, and more material is presented than could be taught in a two-year science program. See also SE 015 450. (AL)

SO

ED 069 559 SO 000 543
Supplementary Catalog of Resources for Inclusion of Negro History and Culture in the Dade County Curriculum Preliminary Edition.

Dade County Public Schools, Miami, Fla. Dept. of Program Planning and Development.
Pub Date Aug 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Annotated Bibliographies, Bibliographies, Curriculum Development, Dialects, Home Economics Education, Human Resources, Instructional Aids, Language Arts, *Negro History, Primary Grades, *Resource Guides, Science Education, Secondary Grades, *Sociolinguistics
Identifiers—*Dade County, Florida

This resource guide contains an annotated bibliography of available materials for developing curriculum related to black studies. References for materials and human resources are offered in the areas of Home Economics, Language Arts, Dimensions of Language and Sociolinguistics, and Science. Material resources listed in the bibliography are arranged alphabetically according to the media format. Addresses and brief descriptions of the specialties of curriculum consultants both in Dade County and in other locations are included in each subject field outline. (SHM)

ED 069 560 SO 000 855
Seifman, Eli
"The Panama Canal Episode: An Encounter with a Question and Answers." Occasional Paper 3. State Univ. of New York, Stony Brook. American Historical Association Education Project.
Pub Date 71
Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, *Questioning Techniques, *Social Studies, Student Teacher Relationship, Student Teachers, Teaching Styles, *Teaching Techniques

This is an account of the experience of a college instructor and a group of prospective social studies teachers as they answer a simple question concerned with direction of travel through the Panama Canal and explore the reactions of students. The situation originates in a class discussion focusing on ways of asking and responding to classroom questions. The hypothesis of the instructor is that in the broad field of social studies it is probably impossible for a teacher to answer all questions that students might ask, and that it might not be advisable to always answer all student questions even when the answer is known. The students view this theory as anti-intellectual. Reaction sheets are completed by the students following the instructor's experiment in classroom question and answer techniques. (SHM)

ED 069 561 SO 000 856
Seifman, Eli
A Mini-Independent Study Unit for Social Studies Applying the Principles of the Taxonomy of the Cognitive Domain. Occasional Paper 4. State Univ. of New York, Stony Brook. American Historical Association Education Project.
Pub Date 71
Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Curriculum Development, *Educational Objectives, *History Instruction, Independent Study, *Instructional Design, Learning Activities, Social Studies, *Social Studies Units, Teaching Models

The principles of Benjamin Bloom's "Taxonomy of Education Objectives" for the cognitive domain are followed in the development of this independent study unit. The sequence uses the Egyptian Rosetta Stone as the common knowledge base and illustrates how the six principles of the taxonomy of the cognitive domain can be applied to the design of a study unit which incorporates all levels of the taxonomy. (Author/SHM)

ED 069 562 SO 002 732
The South: Birmingham Case Study, and The South as a Region. Grade Five (Unit IV). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Case Studies, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, *Social Studies Units, *Urban Studies

Identifiers—*Project Social Studies

A case study on Birmingham is presented in the first part of this resource unit on regional studies designed for fifth graders. The objective of the sequent occupance unit is to illustrate the impact which the discovery and utilization of a large natural resource, namely, iron ore, can have on the development of a city, in the hope that students will then generalize to other areas and resources. In the latter half of the unit students examine the region of the South as a whole, taking note of different characteristics in different parts of the South, and try to decide what criteria are used to set the South off from other regions of the country. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

ED 069 563 SO 002 735
The Northeast—Case Study on New York City; The Northeast as a Region. Grade Five (Unit III). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, *Social Studies Units, *Urban Studies

Identifiers—*Project Social Studies

In the third resource unit on regional studies designed for fifth graders, focus is upon the Northeast area in general, and specifically upon a case study of the urban area of New York City itself. The case study is one of sequent occupance from the time of inhabitation by the Indians in New York City up to the present time and includes examination of city problems today. Economic geography is dealt with as students analyze physical and man-made factors which contributed to the city's development, illustrating changing use of the environment in terms of a changing situation. Following the study of New York City, pupils turn to the wider region of the Northeast, examining the chief characteristics which make this area different from other regions. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are a selected reading on New York City ED 061 134, ED 062 227 and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

ED 069 564 SO 002 736
The United States: An Overview. Grade Five (Unit I). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, *Geography Instruction, Grade 5, Human Geography, Inquiry Training, *Map Skills, Resource Units, Sequential Programs, *Social Studies Units

Identifiers—*Project Social Studies

Part of an articulated curriculum for grades K-12, this fifth grade resource unit, the first in a series of regional studies, provides an overview to the study of geography of the U. S. Program descriptions, course objectives, teaching strategies, and an explanation of format are presented in the teacher's guide, ED 062 226. Students, emulating the skills of the geographer, examine and compare a series of map patterns in the United States and work out a system of four regions according to selected criteria. Then, in the subsequent units, pupils focus on case studies rather than on a detailed study of each region. Emphasis is upon students developing map skills and, further, upon drawing inferences from a comparison of different map patterns. Activity units are suggestive rather than prescriptive, and the teacher is encouraged to add other activities and materials to consider the ability, previous experience, and interests of the class. Related documents are ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Author/SJM)

ED 069 565 SO 002 737
The Midwest. Grade Five (Unit II). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—380p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Area Studies, Case Studies, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, *Geography Instruction, *Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, *Social Studies Units

Identifiers—*Project Social Studies

Unit II of regional studies for grade five is arranged into three sub-units which comprise two case studies and look at the Midwest region as a whole. The objective of the case studies is to illustrate factors which bring about changing use of the land. Sub-unit one, a case study on Twin Cities, traces the cities' development from the days when the Indians inhabited the area up to today, comparing the development of one city which grew up around a water power site and another which developed at what was then the head of river navigation for steamers. Sub-unit two, case study on the Red River Valley, traces the region in four different periods from Indian-occupied territory to the present. The study shows changes in crops grown in terms of changing markets. Sub-unit three looks at the chief characteristics of the entire Midwest region and raises the question: Should the Upper Midwest be included in the same region as the rest of this area? The teacher's guide provides program descriptions, course objectives, teaching strategies, and an explanation of format in ED 062 226. Other related documents are a selected reading on the Red River Valley ED 062 227, ED 061 134, and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

ED 069 566 SO 002 738
Latin America: Introduction and Summary, Grade Five (Unit 7). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [70]

Note—372p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural

Studies, Curriculum Guides, Elementary Grades, *Geographic Concepts, *Geographic Regions, Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Latin American Culture, Map Skills, Population Distribution, Resource Units, Sequential Programs, *Social Studies Units, Urban Studies

Identifiers—*Project Social Studies

The last of three main parts designed for fifth grade students, resource unit seven provides an overview of patterns of Latin America and a system of regionalization for the total area on the basis of population composition. Following the overview, a series of case studies arranged in separate sub-units on Buenos Aires, Manaus, Sao Paulo, Chile, and Cuzco illustrate different population compositions and other regional differences. After completing the case studies students turn to culminating procedures on Latin America as a whole and, further, generalize previously learned concepts to the entire course. The teacher's guide provides program descriptions, course objectives, teaching strategies, and an explanation of format in ED 062 226. Other related documents are ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

ED 069 567 SO 002 739
Canada. Grade Five (Unit 6). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, *Social Studies Units, *Urban Studies

Identifiers—*Project Social Studies

The second of three main parts designed for fifth grade students, resource unit six presents an overview of the patterns and a system of regionalization on Canada, and deals with case studies which illustrate the fact that man uses his physical environment in terms of his cultural values, perceptions, and level of technology. The approach and format in the latter part of this unit, differing from previous units, is that students prepare illustrated studies of a series of important towns and cities on a traverse across southern Canada from west to east, giving more understanding of the regions within which they are found. Pupils look first at the city today and then identify factors which helped bring about the present development. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Author/SJM)

ED 069 568 SO 002 741
The West. Grade Five (Unit V). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—441p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, *Geographic Regions, Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, *Social Studies Units, *Urban Studies

Identifiers—*Project Social Studies

This resource unit for 5th graders includes three case studies and a sub-unit on the West as a region. Three sequent occupancy case studies which are suggestive, rather than prescriptive, comprise the first part of the unit. Teachers may decide to select only one for an in-depth study or may decide to design a case study modeled after this resource unit. In the study on Phoenix, the importance of irrigation, the development of new

techniques, and inventions that resulted in a changing situation are presented. A case study on Los Angeles illustrates the use of land by various cultures, the development of a port city and railroad routes, change as a result of specific developmental factors, climatic influences, and today's urban problems. Sub-unit three, a study of Seattle, follows the same kind of pattern as in other case studies. Following the case studies, pupils look at the West as a whole, including the Great Plains area, identifying the difference among subregions of the West as well as characteristics which set the West apart as a larger region from other regions of the country. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

ED 069 569 SO 004 884
Nyberg, Rene, Ed.

Educational Reform in Finland in the 1970's.

Pub Date 70

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Comparative Education, Educational Change, Educational Development, Educational History, Educational Sociology, *Foreign Countries, Higher Education, Primary Education, Secondary Education, Teacher Education, Vocational Education

Identifiers—Educational Systems, *Finland

The overall educational strategy within the relevant historical, social, and economic contexts is described in a summary of the broad outlines of Finnish educational systems and reforms. Explanation of the comprehensive school experiment for primary, secondary, and vocational education precedes discussion of the higher education system, teacher education, and adult education. Eighteen graphic appendices and a bibliography supplement the text. (Author/SHM)

ED 069 570 SO 004 888
Gustafson, Matti

Education in Finland.

Pub Date 67

Note—101p.; Reference Publications 2

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, Early Childhood Education, *Educational Administration, *Educational Change, Educational History, Educational Planning, Educational Policy, *Educational Practice, *Foreign Countries, Higher Education, Primary Education, School Statistics, Secondary Education, Teacher Education, Vocational Education

Identifiers—Educational Systems, *Finland

Educational practices of Finnish-language and Swedish-language schools at all levels are described in this volume. Administration of education is discussed, all levels except higher education being under the jurisdiction of the National Board of Schools which reports to the Ministry of Education, and professional education being governed by several ministries. Pre-school education which is voluntary and financed by municipalities, industrial enterprises, associations, and private individuals are briefly reported upon. Primary, secondary, and higher education are explained in some detail including information on educational history, administration, reform, the school year, school districts, statistics, class sizes, social benefits and questions, subjects taught, teaching methods, the marking system, examinations and diplomas, and categories of schools. Additional sections are provided on popular education -- namely a post school education of cultural activity -- and on professional, vocational, and technical institutions. Three supplements are presented on school statistics, the school reform in Finland, and educational policy, planning, finance, and research. (SJM)

ED 069 571 SO 004 889
Soloway, Irv

Video Recording of Narcotic Addicts in Group Therapy: The Analysis of Communicational and Interactive Behavior.

Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date 71

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Cultural Traits, *Drug Abuse, Drug Addiction, Experimental Groups, Models, Research Design, *Research Methodology, Socially Deviant Behavior, Video Tape Recordings
Identifiers—*Drug Use

An approach to the study of drug sub-culture groups and a model for predictive research in the identification and isolation of heroin addicts are developed in this thesis. The basic methodologies employed are the linguistic methods of Kenneth Pike and Claude Levi-Strauss for use in the analysis of social phenomena. Communicative mechanisms by which members of a group of addicts will establish and maintain the territorial integrity of their social subsystems are isolated and identified by the use of sound and visual recording devices in a controlled experiment attempting to examine the relationship of behavior patterns to the communicational patterns and interactional dynamics of the subjects. The use of audio-visual devices permits the investigator to repeatedly examine segments of behavior. In the study of drug addiction it is necessary to examine the social and cultural matrices from which the pathology springs and the communicative networks, channels, and patterns which serve it and support it. (Author/SJM)

ED 069 572 SO 004 896

Dalin, Per
Innovation in Education—Norway. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), *Comparative Education, Educational Administration, *Educational Change, Educational Improvement, *Educational Innovation, Educational Objectives, Educational Planning, Educational Practice, Educational Research, Elementary Education, *Foreign Countries, International Education, Secondary Education

Identifiers—*Norway

One in a series of five descriptive case studies dealing with innovation, this study on Norway elucidates the functions of the National Council for Innovation in Education (NCIE), an advisory council which was formed to regulate experimentation and reform in the entire Norwegian school system. With major emphasis on democratization, the objectives of current experimental activities in education focus on structural changes, learning process, curriculum role of the teacher, evaluation of student achievement, physical facilities and equipment, organization of the school, and the role of the school in society. The NCIE not only makes administrative decisions about school reforms but also expends resources and personnel to carry out the decisions. Strategies include central planning and control undertaken in close cooperation with schoolteachers in an attempt to implement and disseminate reforms throughout the whole educational system. Discussions in other chapters include a critical analysis of the NCIE; definitions and qualifications of experimentation and research, the process of innovation in education; an alternate model; and the nature of resistance and groups that resist change. (SJM)

ED 069 573 SO 004 900

World Future Society. Bulletin.

World Future Society, Washington, D. C.

Pub Date Aug 72

Note—6p.

Available from—World Future Society Bulletin, P. O. Box 19285, Twentieth Street Station, Washington, D. C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Trends, *Newsletters, Social Change, *Social Sciences, Social Studies, *World Affairs

Identifiers—*Futurology, Worldmindedness

The monthly bulletin, directed toward professional futurists, is supplemental to the Futurist magazine. Typical items include information about selected papers, letters, publications, and news with a view toward the future world in the areas of business, international community, space, history, science, technology, sociology, and other social sciences. The monthly bulletin is available for \$10.00 only to those who subscribe to the Futurist magazine, also for \$10.00. (SJM)

ED 069 574 SO 004 902

Cuban, Larry, Ed.

Youth as a Minority: An Anatomy of Student Rights.

National Council for the Social Studies, Washington, D. C.

Pub Date 72

Note—159p.; Teaching Social Studies in an Age of Crisis—No. 4

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$3.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activism, Educational Change, Educational Improvement, Relevance (Education), *Student Opinion, *Student Rights, Student Role, *Student Teacher Relationship, *Youth Problems

This booklet explores student rights, presents student and teacher viewpoints, and offers ways to democratize the classroom. Sixteen chapters arranged into four major parts each contain an overview written by Larry Cuban, viewpoints mostly from periodical or book reprints, and other articles pertinent to the major topic. The first overview, Youth as a Minority, discusses the need to halt stereotyping of youth. Nat Henoff summarizes the recent movement for increased student rights and the courts' relationship to that movement. Part II deals with student activism, providing an overview explaining student unrest and dissent. Relationships between teachers and students are examined in Part III, the overview suggesting that when teachers stereotype students the development of a humane relationship between the two is hindered. Three students discuss the strength and weaknesses of their teachers; two teachers involve themselves in a dialogue; a teacher describes his experiences in urban classroom; and suggestions are given on how teachers can break the habit of stereotyping students. The last part offers an overview of changes teachers can make toward humanizing school, viewpoints on student-recommended changes, and a system toward democratic student government. (SJM)

ED 069 575 SO 004 956

Whyte, William

Markles Flats Junior High School: A Project of the Ithaca School System and the Human Affairs Program of Cornell University.

Cornell Univ., Ithaca, N. Y. Human Affairs Program; Ithaca Public Schools, N. Y.

Pub Date [71]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Community Schools, Educational Philosophy, *Experimental Schools, Field Experience Programs, Humanization, *Human Relations Programs, *Junior High Schools, Program Descriptions, Projects, Public School Systems, *School Community Relationship, School Environment, School Organization, Teacher Education

Identifiers—*Markles Flats Junior High School

The rationale, objectives, descriptions, evaluations, and plans for an alternative junior high school, Markles Flats which is a joint collaboration of the Ithaca public system and the Human Affairs Program of Cornell University, are described in this paper. As part of a broader effort to develop a different educational environment for a group of students, and for the higher education institutions in Ithaca to contribute skills and resources to the community, the school aims to foster the individual development of its 85 pupils, each in relation to his fellow beings, namely, a school whose classroom is the community and the world. During the first year Markles Flats was in operation a strong leadership was lacking, some students were drifting and unruly, and community interaction was somewhat neglected. Although pupils progressed academically at the same rate as students in other Ithaca junior high schools, on the positive side, the Markles Flats students evaluated their school higher, and a parents' organization was started. Planning for the second year worked to eliminate problems of the first year, implementing a more structured system with strong leadership. Appendices include sections on student goals, evaluation, student body, selection of teaching assistants, and plans for the continuation of Markles Flats School. (SJM)

ED 069 576 SO 004 958

Prince, Gerald And Others

Toward the Human Element. Beginning Handbook for Change. Volume I.

Pub Date 72

Note—159p.

Available from—Bell Junior High School, Jefferson County, 1001 Ulysses, Golden, Colorado 80401 (\$5.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Role, Communication Skills, Decision Making Skills, *Democratic Values, *Educational Change, Educational Innovation, Guides, Human Development, *Humanization, Human Relations Programs, Interdisciplinary Approach, Junior High Schools, Problem Solving, *School Environment, School Organization, Skill Development, Teacher Role

The primary aim of this handbook is to encourage and stimulate growth and renewal of the "human element" within the school environment. Four processes form the objectives that are fundamental to achieving this goal: problem solving, shared decision making, open communications, and accountability. Skills in these four processes are discussed in great detail along with methods of developing them through role playing, simulation activities, lectures, case studies, buzz groups and brainstorming techniques. A variety of resources are used, such as films, tapes, articles, structured exercises and workshop leaders. Aimed primarily at teachers and administrators, all the materials in this work are interdisciplinary in nature, integrating concepts, theory and practice from psychology; communications; learning theory; business and school management; change process; decision theory; achievement motivation; conflict resolution; leadership; and staff and community relations. Strong emphasis is placed on skill development and application to the job. (Author/FDI)

ED 069 577 SO 004 959

Goldstein, Eleanor C. And Others

Drugs. Social Issues Resources Series.

Exotech Systems, Inc., Washington, D. C.

Pub Date 72

Note—319p.

Available from—Exotech Systems, Inc., 525 School Street, S.W., Washington, D. C. 20024 (\$30.00)

Document Not Available from EDRS.

Descriptors—Drug Abuse, Drug Addiction, *Drug Education, *Health Education, Instructional Materials, Lysergic Acid Diethylamide, Marijuana, Narcotics, Secondary Grades, *Social Problems, Social Studies, Teaching Guides

Identifiers—*Drug Use

The Social Issues Resources Series (SIRS) is a set of loose leaf units each of which is addressed to a different social issue. Each unit consists of articles which have been reproduced from newspapers, magazines, journals and government publications representing the prevailing spectrum of opinion, emphasis and complexity. Sixty articles are contained in this unit dating from 1968 to 1972 with the sources ranging from Journal of American Pharmaceutical Association to McCall's. Articles were selected to support a systematic study of the drug issue, using the problem solving approach. Thus, the materials provide descriptions of the symptoms of the problem, examination of different aspects of it, definitions, determination of the scope of the problem, analysis of its causes and possible solutions. A Teacher's Guide accompanies the unit describing some teaching strategies that might be used with this material. Suggestions for evaluations are also made. (FDI)

ED 069 578 SO 004 961

The What and How of Teaching Afro-American Culture and History in the Elementary Schools.

New York State Education Dept., Albany. Div. of Intercultural Relations in Education.

Pub Date 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *African American Studies, *African Culture, *African History, Elementary Grades, Ethnic Studies, Instructional Materials, *Interdisciplinary Approach, Social Studies, Teaching Guides

Elementary instructional materials are offered in this guide for teachers to help them learn and teach about Africa simultaneously. Interdisciplinary

nary African materials and suggested activities are integrated into the total curriculum. Emphasis is upon relating the many African contributions which resulted in a fuller and better life for all. In the first section a calendar of significant events lists related activities and projects. Language arts, in the second section, includes readings, poetry, drama, and additional activities which emphasize affective objectives to help students understand what it means to be black. The third section, social studies, is arranged by the topics African history, cultural insights on Africa, African geography, Afro-American history, and United States historical figures. The next three sections deal with relating understandings about African and Afro-American culture and history to math, science, art, and physical education. Appendices include a bibliography of suggested books and a bibliography specifically for teachers. (SJM)

ED 069 579 SO 004 965

Art Education: An International Survey.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—109p.

Available from—UNESCO, Place de Fontenoy, 75 Paris-73, France (no. A.2781; \$9.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Aesthetic Education, *Art Education, *Comparative Education, Conference Reports, Cultural Context, Developed Nations, Developing Nations, Educational Practice, Elementary Education, Higher Education, Organizations (Groups), Professional Education, Secondary Education, Surveys, Teacher Education, Visual Arts

This study was made within the art education programme adopted by the Unesco General Conference at its fifteenth session. Its purpose is to provide educational administrators, students, teachers and the general public with information showing what countries are thinking and doing about art education. Twelve member nations were selected to reflect art education within a wide variety of cultural norms. The twelve nations represented are: Argentina, Australia, Czechoslovakia, France, Federal Republic of Germany, India, Italy, Japan, Nigeria, United Kingdom, United States, and Union of Soviet Socialist Republics. Data were collected on each of these countries and arranged under the following topics in order to facilitate comparative studies: 1) Major concepts of art education; 2) The visual arts in general education; 3) The education of the professional artists; 4) The education of the art teacher; 5) Art education in relation to cultural heritage and community life; 6) National and international aspects; and 7) Production and use of art education materials. (FDI)

ED 069 580 SO 004 966

Lovell, Hugh Harter, Charlotte T.

Instructor's Handbook to the Package Economics Course.

Oregon Council on Economic Education, Portland.

Pub Date 69

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Banking, Business Cycles, Consumer Education, Economic Change, Economic Climate, Economic Development, *Economic Education, Economic Progress, *Economics, Elementary School Teachers, *Inservice Courses, *Inservice Teacher Education, Labor Economics, Secondary School Teachers, *Social Sciences, Teacher Education

This economics package course, designed for school districts wishing to give further in-service training to teachers of grades one through eight, offers seven original and three recent additional lessons. Supplementing teachers' guides, the objective of the handbook is to give teachers confidence in teaching economics and, further, enthusiasm about the subject which they will relay to their students. The non-credit course is organized into general sessions handled by an economics instructor for approximately two-thirds of the available classroom time, with the remainder of the time handled by experienced classroom teachers holding grade-level meetings for smaller groups of teachers. Seven sessions of two to three hours each deal with a variety of instructional techniques of interest to teachers, primarily lecturing, transparencies, films, problems, and quizzes. The handbook material

suggests procedures for each of the grade level meetings, emphasizing discussion, and for general session meetings, offers short descriptions of topics, a list related instructional materials, and a brief description of how each session should be organized. The ten unit topics are on economics in general, producers, consumer economics, business and governments, specialization and trade, money and banking, economic growth and stability, jobs, income and unions, Oregon's public services and goods, and a review. (SJM)

ED 069 581 SO 004 985

Bolibaugh, Jerry B.

Educational Development in Guinea, Mali, Senegal, and Ivory Coast.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—OE-72-44

Pub Date 72

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agricultural Education, *Comparative Education, Educational Administration, Educational Change, Educational Demand, *Educational Development, Educational Finance, Educational History, Educational Objectives, *Educational Practice, *Educational Problems, Educational Supply, *Educational Trends, Elementary Education, Foreign Countries, Higher Education, International Education, Secondary Education, Teacher Education, Vocational Education

Identifiers—*Africa, Educational Systems

This study describes the educational system and discusses major educational trends and problems in elementary, secondary, higher, agricultural, and vocational education of four major French speaking West African countries since their achievement of independence. One major problem considered is that rapid expansion of educational opportunity in terms of existing formal systems cannot be maintained in the 1970's because of limited resources, yet popular demand puts pressure on expansion since less than 50% of each age group attends school. Further, the existing formal education systems are not adapted to the needs of rural development—which is essential to economic development. A challenge for the 70's is to produce and implement new strategies for education. The book is divided into six main sections. Education during the Colonial era from 1870 through 1960 is discussed in the first section. The next four sections present Republic characteristics, describe the education systems at all levels, including information on vocational and agricultural education, and explain educational expenditures of the four mainly agricultural Republics of Guinea, Mali, Senegal, and the Ivory Coast. The last section compares major characteristics of the educational system during the first decade of Independence and derives generalizations concerning common trends and problems. (Author/SJM)

ED 069 582 SO 004 986

Aebischer, Delmer W.

Self-Evaluation Checklist for School Music Programs. (Grades 1-6 and Administrator's Form.)

Oregon State Board of Education, Salem.

Pub Date Sep 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Check Lists, Elementary Education, Equipment Evaluation, *Evaluation, Music, *Music Education, *Program Evaluation, Self Evaluation

Three instruments for evaluating elementary school music programs are designed for music teachers at the primary and intermediate levels and for the administrator. The purpose of the checklists is to identify weaknesses and strengths of the school program for teachers in the areas of rhythm, melody, harmony, form, expressive elements, creativity, listening, classroom performance, and overall evaluation, and for the administrators in the areas of scheduling, materials, equipment, facilities, and overall evaluation. Ratings of the items consist of four scales: poor, fair, good, excellent. The checklists were developed through university research, in-district test use, and subsequent review by a committee of music educators and administrators. (SJM)

ED 069 583

SO 004 988

Bogatz, Gerry Kurzman, Dana

Intra-Urban Unit: ETS Evaluation Report, Limited Field Trials. High School Geography Project.

Educational Testing Service, Princeton, N.J.

Pub Date 66

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Concept Teaching, Course Evaluation, Curriculum Development, *Curriculum Evaluation, *Field Studies, *Formative Evaluation, Fundamental Concepts, Geographic Concepts, *Geography, Grade 10, Inductive Methods, Land Settlement, Learning Activities, Secondary Grades, Social Studies Units, Urban Areas, *Urban Studies

Identifiers—(HSGP), *High School Geography Project

Intended to follow an introductory unit, this revised unit is one of several being prepared as part of a geography course based on a settlement theme provisionally planned for tenth grade students and requiring approximately four weeks. An extensive tryout conducted in 1965 in four areas of California, Illinois, Ohio, and New Jersey involved 47 teachers and approximately 2200 students in the formative evaluation. Teachers administered the School and College Ability Tests (SCAT), form 2A, and also the Introduction to Geography and Intra-Urban Unit Tests as pre-tests and post-tests. Students and teachers completed questionnaires on their impressions of the unit, as summarized in an appendix, responding positively. On the average, from the pre-test to the post-test of the Intra-Urban unit test, there was a mean increase of 19 per cent in the number of students answering the questions correctly. Recommendations for improvement are that a greater variety of readings be included, more attention be focused on local communities, some activities need to be dropped because the unit is too long, and that the unit test, class discussions based on unit readings, and student exercises be examined and analyzed. See ED 046 803 for a list of related documents. (SJM)

ED 069 584 SO 004 989

Shaw, Paul C.

The Urban University Student: A Political Profile.

University-Urban Interface Program.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0725

Pub Date 13 May 72

Grant—OEG-29-480725-1027

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *Educational Research, Elections, Higher Education, Political Affiliation, *Political Attitudes, *Political Influences, *Political Socialization, Social Influences, Student Attitudes, *Student Participation, Surveys, Voting

This paper describes the dimensions of student political participation during the period of the 1970 election, determines the relationship between participation and certain sociological variables, assesses the impact of a schedules recess from Pittsburgh University for participation, and makes some speculations about the potential political impact of the enfranchisement of 18-20 year olds. Fall 1970 pre-election and February 1971 post-election questionnaires provided the random sample survey data base. Major findings indicate that students identify with the Democratic Party; there is a close congruence between father and student party affiliation, and between the students' party preference and that of the local area; students tend to be active and engaged in higher order political activities; students' age is unrelated to political participation; statistically, there is no difference in level of political activity engaged in by males and females; social class has no influence on level of political activity; one-half of the students under the legal voting age in 1970 expressed no party preference; the election recess was not successful in promoting student political participation; and the enfranchisement of 18-year olds will not greatly change present political patterns. (Author/SJM)

ED 069 585 SO 004 992

Simon, Sidney B. And Others

Values Clarification. A Handbook of Practical Strategies for Teachers and Students.

Pub Date 72

Note—397p.

Available from—Hart Publishing Company, Inc., 719 Broadway, New York, New York 10003 (Hardcover, \$7.50; Paperback, \$3.95)

Document Not Available from EDRS.

Descriptors—Activities, Affective Behavior, *Attitudes, *Beliefs, Counseling, Educational Strategies, Elementary Grades, *Moral Values, *Personal Values, Secondary Grades, Social Studies, Social Values, Teaching Techniques, *Values

The authors have drawn upon research and practice in the field of values teaching to compile a handbook of 79 activities or strategies for helping students gain skill in the process of value clarification. Emphasis is on "valuing" as a process, not on the content. Each strategy is described in standard format—purpose, procedures, notes and tips to the teacher, and a variety of alternative suggestions. Most of the strategies are applicable to any age level, and are also adapted for use by parents and group leaders in other than classroom situations. They are designed to help students use seven sub-processes of value clarification: 1) prizing and cherishing; 2) publicly affirming, when appropriate; 3) choosing from alternatives; 4) choosing after consideration of consequences; 5) choosing freely; 6) acting; and, 7) acting with a pattern, consistency, and repetition. The range of opportunities provided by the activities is evident in a listing of some of their titles: Twenty Things You Love To Do, Either-Or Forced Choices, Values Continuum, Consequences Search, Who Comes To Your House?, Obituary, The Fall-Out Shelter Problem. A brief introduction to the book provides a theoretical backdrop and suggestions to teachers for conducting value clarification activities. (RSF)

ED 069 586 SO 004 993

Population and Family Education. Book II. Draft**Sample Instructional Materials. Social Studies.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 72

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activity Units, Elementary Grades, Family Life, *Family Planning, *Instructional Materials, *Population Education, *Population Growth, Secondary Education, *Social Studies, Teaching Techniques

Identifiers—*Quality of Life

Produced by participants at the Unesco Regional workshop on Population and Family Education held in Bangkok, Thailand, in October 1970, the instructional materials intended for elementary and secondary students are to be considered sample first-draft materials usable for reference purposes by groups responsible for designing population education curricula in individual countries. The objective is to help students become aware of the advantages of family planning in terms of better health, inter-personal relationships, and quality of life for the welfare of not only the family, but also the community and the nation. A variety of teaching techniques such as role playing, plays, and other activities are suggested for each of the eight units: 1) Family size and family welfare; 2) Planning for the future; 3) Quality of life in a family; 4) Effects of rapid population-growth on the community (Philippines); 5) Population-growth and quality of life (Indonesia); 6) The impact of rapid population-growth on the sociocultural life of the people; 7) Economic consequences of rapid population-growth; and 8) Population. Units provide information as to level, objectives, content, procedures, and activities. (SJM)

ED 069 587 SO 004 995

Loken, Joel

Educator Response to the Counter Culture.

Pub Date [72]

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Conflict Resolution, Educational Philosophy, Opinions, *Political Attitudes, *Teacher Attitudes, Values

Identifiers—*Counter Culture

Differences in political attitudes, opinions, and responses toward the counter culture exist among educators of the right, the new and old left, and conservative, liberal and radical outlooks. Differences in response to student radicalism and dissent involve the function of the school system and its teachers, the nature of the students' role in the educational setting, and attitudes toward dissent. The conservative views the school as a system developed to disseminate academic knowledge, preserve the power status quo in the school, and preserve student-teacher differentiation. The radical sees the school function as facilitating creation of a better environment which incorporates school-community cooperation, promoting interpersonal relationships, and, further, assisting in development of a counter culture. To deal with conflict and change, the National Training Laboratory has emphasized several working principles: Administrators need to: 1) keep up with the facts and issues involved in the conflict; 2) open the channels of communication; 3) identify mutually-held goals; 4) encourage a non-violent approach; 5) act to meet the key issues in a reasonable, rational manner. (SJM)

ED 069 588 SO 004 996

Katz, Michael B.

Who Went to School?

Pub Date Jan 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance, Demography, *Educational Demand, Educational Equality, *Educational History, *Educational Research, *Educational Sociology, Educational Status Comparison, Family (Sociological Unit), Religion

Identifiers—Canada

School attendance, an element at the center of educational history, not only uncovers important aspects of day-to-day history of schools, but also reflects a broad social, economic, and demographic structure of the times in which patterns of school attendance record family decisions about formal education. Rather than studying school registers to investigate who went to school, this paper demonstrates how, through the census, the gross patterns of attendance among the children of any group can be studied. A case study of Hamilton, Ontario, during the year 1851, when the mean school attendance percentage was 40.8, and 1861, when the mean school attendance rose to 57.8, shows how, although the ethnic composition and family structures of the population remained similar, patterns of school attendance changed dramatically. Factors, in addition to age, affecting school attendance were religion, ethnicity, occupation, wealth, and family size. The source of the increase was proportional; more children to school and the difference between groups remained as they were before. Despite the rise in school attendance among every group, the poorer groups did not gain an advantage of more schooling than other groups, so that for the most part, schooling still reflected and reinforced the class structure of this mid-nineteenth century Canadian city. (SJM)

ED 069 589 SO 004 999

Education: Sector Working Paper.

World Bank, Washington, D. C.

Pub Date Sep 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Banking, Comparative Education, Developing Nations, Economic Development, *Education, Educational Development, Educational Philosophy, Educational Trends, Foreign Countries, *World Affairs

First in a series of World Bank pamphlets dealing with sectors to which the bank directs its developmental lending, this paper offers perspective on the characteristics, size, and philosophy of the Bank's lending program in education. The pamphlet, consisting of three major parts, first gives a brief view of trends in educational development, pointing out that the increase of enrollments at all levels creates problems of maintaining quality and efficiency in educational systems, growing underemployment for the educated, institutional financial burdens, and a need to properly allocate resources. In part two, bank policy and operations during the fiscal years 1963-71, organization, procedures, and criteria are reviewed. A projection and recommendations for bank policy and operations responding to the

changing situation of the '70s are suggested in part three. Besides the established areas of lending, technical, agricultural, teacher training, and improved secondary education, new and increased lending activities will focus on non-formal education and training, more efficient and productive education by means of curriculum reform and the coordinated use of new technologies, and management studies to improve the planning and control of educational systems. (Author/SJM)

ED 069 590 SO 005 007

[Treasury Law Enforcement School. Course 14. "Evidence." Student Guide, Text, and Handout.]

Department of the Treasury, Washington, D. C. Consolidated Law Enforcement Training Center.

Pub Date 72

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Curriculum Guides, *Federal Laws, Job Training, *Law Enforcement, *Law Instruction, *Laws, Police, *Police Seminars, Textbooks

This packet of three booklets, which includes a student guide, textbook, and handbook, is illustrative of other booklets available from the Treasury Law Enforcement School designed for training law enforcement officers in Federal law. The material in this course, related primarily to criminal cases, focuses on presenting evidence to the court to prove the question at issue and on learning the necessary rules which need to be followed in presenting the government's case. The seven chapters of the student text provide an introduction on evidence, general concepts of evidence, hearsay, admissions and confessions, witnesses, documentary and real evidence, and advice of rights. The student guide outlines discussion of the seven chapters in the text. Five case studies are presented which give the officer in training an opportunity to apply the material contained in this course. A memorandum discussing the major problems that have arisen in the Federal Courts involving the interpretation on Miranda vs. Arizona is incorporated into the student handbook. (SJM)

ED 069 591 SO 005 008

Roberts, Thomas B.

Maslow's Human Motivation Needs Hierarchy: A Bibliography.

Northern Illinois Univ., De Kalb.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Sciences, Bibliographies, Educational Psychology, Employee Attitudes, Employer Employee Relationship, *Humanization, Human Relations, *Individual Needs, Job Satisfaction, *Motivation, *Psychological Needs, Psychology, *Self Actualization, Teacher Education, Values

Identifiers—Humanistic Psychology, *Maslow (Abraham)

Over two hundred periodical, dissertation, book, research paper, and essay citations of works published between 1948 and 1972 are listed in this bibliography which concerns itself with human motivation needs. Over 140 authors are represented. Some of the wide ranging topics included, in addition to and in relation to various aspects of motivation, deal with organizational behavior and systems, psychological needs and satisfactions, teacher education, employee needs and expectations, leadership and management, political behavior, and job performance. The majority of works cited were published after 1965. Author entries are arranged alphabetically. (SJM)

ED 069 592 SO 005 009

Alloo, Betty Cole Chambers, Grace

Music Laboratory II. Supplementary Materials. Course Number 5631.20.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Elementary Grades, Instructional Materials, Laboratory Training, Music, *Musical Composition, *Music Education, *Music Reading, *Skill Development, Symbolic Learning, Visual Learning

Identifiers—Florida, *Quinmester Program

Music education supplementary material, presented in workbook form, for elementary grade students is designed to accompany "A New Introduction to Music Course." Emphasis is upon introducing students to staff notation and music symbols, and upon writing supplementary percussion parts. Included in the booklet are a number of music parts, course objectives and procedures, suggested learning activities, and pupil and teacher resources. A related document is ED 061 249. (SJM)

ED 069 593

SO 005 010

Contemporary Music for Schools.

Music Educators National Conference, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 66

Note—94p.

Available from—Contemporary Music Project, Music Educators National Conference, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bands (Music), *Catalogs, Choral Music, Creative Activities, *Music, *Musical Composition, Orchestras, Secondary Grades

Identifiers—*Contemporary Music Project

The catalog lists compositions written by thirty-nine composers during the five-year first phase of the Young Composers Project, the primary objective of which was to afford composers the opportunity to master their craft by writing works suitable for performance in secondary public school systems to which they were assigned. A total of 575 choral, band, orchestral, and ensemble works are given, thirty-two percent of which were published. The catalog is arranged by types of work with author listings, and includes information on the duration of the piece, medium, level (if other than high school), and publisher. Short resumes are given on each composer followed by listings of participating school systems, project committee members, and publishers addresses. A memorandum to composers and music supervisors provides a background explanation of the project and explains the supervisor and composer functions in the project. A related document is ED 017 107. (SJM)

ED 069 594

SO 005 012

Wisniewski, Richard, Ed.

Teaching About Life in the City.

National Council for the Social Studies, Washington, D.C.

Pub Date 72

Note—320p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Clothbound, \$7.00; Paperbound, \$5.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Black Community, *City Problems, Social Action, Social Problems, *Social Studies, Teaching Techniques, Urban Culture, *Urban Education, *Urban Environment, Urban Schools, Urban Teaching, Yearbooks

The purpose of this yearbook is to examine key aspects of American urban society, to identify issues that are central to all social studies instruction about the city, and to present specific ideas on how teachers can teach about these issues both inside and outside the classroom. Fifteen social scientists and educators contributed articles to the book, centering on the theme: What can social science educators do to involve schools, students and the community in actively participating in efforts to overcome urban problems? The book is divided into three sections: part one discusses problems involving the search for identity in the city; part two focuses on approaches, methods, and materials for teaching about life in the city; and the last section presents some possibilities for the future, both for the urban dwellers and social studies teachers. The yearbook ends with an appendix entitled: The Child in the Urban Environment: A Review of Literature and Research. (FDI)

ED 069 595

SO 005 013

Music in the High School. A Syllabus in Music, Grades 9-12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Applied Music, Bands (Music), Choruses, Cognitive Objectives, Course Descriptions, Curriculum Guides, *Music, *Music Activities, Musical Composition, *Music Appreciation, Music Techniques, *Music Theory, Orchestras, Secondary Grades, Skill Development

In this curriculum guide a flexible music program is offered that provides a variety of interesting and challenging courses for pupils in grades 9 through 12. The objective is to present a musical education program to meet the wide range of needs of different pupils many of whom will use music as a hobby or to enrich their cultural background. Emphasis is upon courses consisting of three important and specific areas in: 1) skill development that includes various kinds of vocal, instrumental and keyboard experiences; 2) musical knowledge that comprises courses in general music, music history and literature, music theory, foundations of music, composition, and conducting; and 3) attitude development offering enrichment activities that help students achieve objectives representing greater personal music involvement. A minor portion of the syllabus is devoted to general information useful to both administrators and music teachers, providing a general frame of reference for the development of a high school music program. (SJM)

ED 069 596

SO 005 191

Czerniewski, Wiktor, Ed. Wiczorek, Barbara, Ed.

Selected Bibliography of Polish Educational Materials. Volume 10, Number 4.

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-71-54010/4

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Curriculum, Educational History, Educational Legislation, Educational Needs, Educational Practice, Educational Problems, Educational Research, Elementary Education, Higher Education, Secondary Education, Teachers, Vocational Education

Identifiers—Eastern Europe, *Poland

This bibliography of Polish educational materials contains lengthy abstracts in English for each of the items listed. Contents are organized as follows: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; The Teacher's Profession; Schools and Institutions (by type or level); and an Index of Authors and Editors. Most of the materials cited in this issue were published between September and November 1971. Earlier issues are represented by ED 046 823 and ED 053 020. (SHM)

ED 069 597

24

SO 005 192

RICE, Marion J. And Others

The Effects of the Position of Organizers on the Learning of Structured Anthropology Materials in Grades Three and Six. Final Report.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-D-031

Pub Date 30 Sep 72

Grant—OEG-4-72-0017

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Annotated Bibliographies, *Anthropology, Curriculum Design, Curriculum Evaluation, *Curriculum Research, *Educational Research, Grade 3, Grade 6, Learning, Material Development, *Social Studies

Identifiers—Anthropology Curriculum Project, *Organizers

The study compared the facilitative effects of pre- and post-organizers on the learning of structured anthropology materials in the third and sixth grades. Investigator-prepared student texts were published in three formats: pre-organizers, post-organizers, and no-organizers. Two investigator-constructed norm-referenced Anthropology

Achievement Tests were administered at each grade level. A one-way fixed-effects analysis of covariance, with reading as covariate, used the class mean scores of the three treatment groups on Anthropology Achievement Test One and Two at each grade level to determine if the adjusted mean scores differed significantly ($p .15$) across treatment groups. Computed F ratios were non-significant at both grade levels when class means were used as the unit of statistical analysis with reading as covariate. When class means were used as the unit of statistical analysis, the findings of the main treatment effect were consistent. The data did not produce evidence that pre- or post-organizers facilitate learning of structured anthropology materials at either the third or sixth grade. (Author)

ED 069 598

SO 005 193

Adamec, Ludwig W., Ed.

Historical and Political Gazetteer of Afghanistan. Volume 1, Badakhshan Province and Northeastern Afghanistan.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-7714

Pub Date 72

Contract—OEC-0-70-3439

Note—275p.

Available from—Akademische Druck-u. Verlagsanstalt, Auerspergasse #12 8011, Graz, Austria

Document Not Available from EDRS.

Descriptors—*Asian History, *Geographic Location, *Maps, *Political Divisions (Geographic), Reference Books, *Social Sciences

Identifiers—*Afghanistan, Gazetteer

Combining the most important geographical data with historical, political, and cultural information, this work, one of six volumes designed as a tool of research and a general reference source, updates and includes a previous publication compiled in 1914 with corrections and additions of maps and considerable new material to take into account developments up to 1970. Entries which refer specifically to the situation in 1970 are identified by asterisks. About one thousand entries in alphabetical order, from Ab, Ab Barik to Zulifikar and Zur with longitudes and latitudes to facilitate identification in the 52-page map section, give a detailed summary of the people and territory of northeastern Afghanistan. An appendix lists English translations for the most common geographical terms. (Author)

ED 069 599

24

SO 005 194

Gibson, Robert L. And Others

A Comparative Study of the Academic Achievements of Secondary Age Students of the United States and the British Isles.

Indiana Univ. Foundation, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1304

Pub Date Jun 72

Note—226p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Ability, *Academic Achievement, Comparative Analysis, *Comparative Education, *Cross Cultural Studies, Educational Practice, *Educational Research, *Secondary Education

Identifiers—*British Isles, United States

This report compares the influences of educational practices on the British Isles and the United States on secondary pupil achievement in the basic subject matter areas at each successive grade level. The objective of the study is to test the hypotheses that: (1) significant differences will be found between students' mean achievements in the basic subject matter areas across ability levels; (2) specific periods could be identified wherein students' achievement across ability levels and grade levels for respective countries becomes statistically different; and (3) factors could be identified which influence pupil achievement. Test instruments include the California Achievement Test, Otis Ability Test, a project-developed test, and other data-gathering methods. A few of the major findings are that grade point averages are more significant predictors for student gains and levels of achievement than standardized achievement tests; high ability students consistently gain more than average or low ability students; British high ability students and U. S. average and low ability students show higher levels of achievement in reading than their

respective counterparts; U. S. students register higher levels of achievement in language usage and in mathematics. Contents also include research related to this report, a broad overview of educational structure in both countries, and implications and recommendations of the research. (Several pages may be illegible.) (SJM)

ED 069 600 SO 005 198

An Anthology of Selected Readings for the Symposium on the "Quality of Life" Concept: A Potential New Tool for Decision-Makers.

Environmental Protection Agency, Washington, D. C. Office of Research and Monitoring. Pub Date 72

Note—163p.; Readings prepared for the symposium sponsored by the Environmental Protection Agency, Warrenton, Virginia, August 29-31, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthologies, Cultural Environment, *Environment, *Environmental Criteria, *Human Engineering, Measurement Techniques, *Public Policy, Social Environment, *Social Values, Symposium

Identifiers—"Quality of Life, Social Indicators

The selected readings in this anthology deal with the Quality of Life (QOL) concept in general as well as from the more specific perspectives of environment, economy, society, and psychology. The articles represent varying approaches and levels of consideration, and were selected to serve as a general briefing for participants in the Quality of Life Symposium sponsored by the EPA. The objective of the symposium was to explore the QOL concept, to define QOL in terms of its components, and to develop suggested quantitative approaches to its use in guiding public policy. The articles are classified under the following five topics: 1) Defining "Quality of Life" Measures -- the State of the Art; 2) The "Quality of Life" Concept; 3) QOL: Environmental Perspectives; 4) QOL: Economic and Social Perspectives; 5) QOL: Psychological Perspectives. As this anthology was prepared as a general briefing rather than a review of the literature, a list of suggested readings is included at the end of the work. (FDI)

SP

ED 069 601 SP 005 897

Voluntary Opportunities for Inspiring Coordinators for Education. Annual Report.

Washington Technical Inst., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Bureau No—Proj-008011

Pub Date Jun 71

Grant—OEG-0-70-4220(725)

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Coordination, *Instructor Coordinators, *Program Development, *Volunteers, *Volunteer Training

Identifiers—Project VOICE

This document provides a conceptual framework and programs structure that encompasses a training program for coordinators of volunteers with special emphasis on tutorial services within the public school and junior college environment. The project design includes program objectives, criteria for solving the problem, procedures, supportive services plan, and a follow-up of participants and results. Further emphasis is placed on methods utilized in the training programs, program evaluation, conclusions, and recommendations. A bibliography and appendixes of related program material are included. (MJM)

ED 069 602 SP 005 907

Lavin, Richard J. Schuttenberg, Ernest M. An Innovative Approach to Public School Staff Development. A Collaborative Model.

Merrimack Education Center, Chelmsford, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Inservice Programs, *Inservice Teacher Education, *Instructional Staff, *Personnel Evaluation, Program Development, *Staff Utilization

This paper describes the planning and implementation of a Staff Development Program for teachers and administrators in the 22 school systems served by MEC (Merrimack Education Center). This program, which provided in-service learning experiences for educational practitioners, is discussed following an introductory statement. Information concerning program development includes the historical background of the program, the in-service commission, needs assessment, collaboration with local colleges, an evaluation model, and possible program directions for the future. Appendixes with related program material and a 14-item bibliography are included. (MJM)

ED 069 603

Means, Don

Developing a Flexible Curriculum. Inservice Evaluation Report.

Clarion State Coll., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-1025

Pub Date Oct 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Elementary School Teachers, Evaluation, Evaluation Criteria, *Inservice Education, *Teacher Workshops

This report presents an evaluation of the in-service workshop for elementary teachers operated by the Clarion School District, Pennsylvania, under the 1971-72 ESEA Title III project. Four chapters cover an overview of the program, consultants in the in-service program, in-service evaluation collection of data, and an analysis of data. Appendixes include letters to parents, in-service evaluation questionnaire, and an interview guide. (MJM)

ED 069 604

Koller, Martin M.

Small Group Inquiry.

Pub Date Mar 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Changing Attitudes, *Classroom Techniques, Communication Skills, Group Discussion, Group Structure, Human Development, *Individualized Instruction, Inquiry Training, Interpersonal Relationship, Learning Motivation, Problem Solving, Self Concept, *Small Group Instruction, Student Participation

Learning in small groups is a practical way to bring about behavior change. The inquiry learning process is perceived to be the most natural and scientific way of learning. Skills developed include those of problem-solving task analysis, decision-making, value formation and adaptability. The art of small group interaction is developed. Factual learning is equal to or greater than that resulting from other methods. Conceptual learning and knowledge retention resulting from this method are superior to that of others. Attitudes, interests, differing learning styles, and feelings are provided for in an effective and meaningful way. The two units presented are designed to assist the teacher in implementing the process. Facilitative worksheets are included. An annotated bibliography provides support for the propositions. The units have been used with students in the third, fifth, eighth, tenth, eleventh, and twelfth grades. (Author)

ED 069 605

Brottman, Marvin A.

A Model for Preschool-Primary Teacher Education.

Pub Date Nov 71

Note—22p.; Paper presented at the Conference of the National Association for the Education of Young Children (Minneapolis, Minnesota, Nov. 3-5, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Models, *Primary Education, *Program Content, Program Effectiveness, Program Evaluation, *Teacher Education, *Teacher Education Curriculum

This document presents a model for preschool-primary teacher education. The first part indicates the rationale for the development and evaluation of teacher education programs emphasizing recruitment and selection procedures, program expectations, and teacher needs. The second part presents program content

in relation to certification and determination of content. Finally the training process and program evaluation are discussed in relation to the development and evaluation sequence proposed and assigned to the psycho-social model of teacher education. The model chart and a 24-item bibliography are included. (MJM)

ED 069 606

Behavioral Objectives: An Annotated Bibliography.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Sep 71

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Behavioral Objectives, *Behavior Theories, Evaluation, *Learning Theories

This annotated bibliography covers documents concerning behavioral objectives. Many of the annotations are more lengthy than usual in order to help local school personnel decide which documents will best suit their needs. The four divisions of documents include: how-do-it publications, issues relating to the objectives-evaluative movement, references relating to the classification of educational objectives and the theories of conditions of learning, and audiovisual materials relating to behavioral objectives. Publishers' addresses are included. (MJM)

ED 069 607

Bibliographies in Education: Teacher Evaluation.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Jun 72

Note—27p.; C-72104, Report 29

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, Bibliographies, *Faculty Evaluation, *Reference Books, *Teacher Evaluation

This bibliography, prepared by the Canadian Teachers' Federation, presents documents covering a 5-year period concerning teacher evaluation. One hundred twenty-seven books, 193 articles, and 29 theses are listed. An introductory statement indicates sources consulted and where the document may be obtained. (MJM)

ED 069 608

An Institute for Community College Faculty, Student Personnel Specialists, Administrators and Students. Final Report.

Oregon State Univ., Portland.

Pub Date Jul 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *College Faculty, Community Role, Educational Needs, *Instructional Staff, *Student Personnel Workers, *Workshops

This report describes an institute for community college faculty, student personnel specialists, administrators and students which would aid individual campuses in meeting current community educational needs and prepare a strategem to deal with any particular problem uncovered by their analysis. A description of the institute, objectives and topics covered during the institute are described in detail. A review of followup workshops, brief descriptions of the projects, staff members, participants, and an evaluation of the institute by the participants are attached. (MJM)

ED 069 609

Ryan, Charlotte And Others

New England Program in Teacher Education. Futurist Working Papers: The Teacher in 1984.

New England Center for Continuing Education, Durham, N. H. New England Program in Teacher Education.

Pub Date Jan 72

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Role, *Conference Reports, *Educational Change, *Educational Innovation, *Teacher Education, *Teacher Role

This document presents the working papers of nine educators participating in the Gresham Teacher Challenge Conference conducted by NEPTE (New England Program for Teacher Education) in January 1972. The papers concern the following areas: intellectual and behavioral growth of teachers, the role of Congress and federal legislation in determining the teacher's

role in 1984, the relationship between the community and education, qualities of the teacher needed in 1984, student learning-teacher training 1984, open curriculum, international aspects of the role of teachers in 1984, the concept of the \$100,000 teacher, and the reality of futuristic teacher preparation programs. (MJM)

ED 069 610 SP 005 941

Baker, Robert L. And Others
Developing Instructional Specifications.
Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2865

Pub Date 68

Note—54p.

Available from—Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Boulevard, Inglewood, Calif. 90304 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Change Agents, *Changing Attitudes, *Instructional Innovation, *Instructional Programs, Student Behavior, Teacher Behavior

This document presents the development of instructional specification (IS), a strategy designed to assist in moving systematically from the statement of desired outcomes to the point that sufficient cues are available to initiate the development of instructional materials and procedures. Five sections which can serve as a blueprint for developing an IS include terminal behavior; instructional cues; elicitors of student responses; limits defining situations where the desired response is appropriate, or where it is not appropriate but has a high probability of occurrence; and entry behavior. Detailed explanations of each section, examples of IS, and exercises for comprehension are presented. (MJM)

ED 069 611 SP 005 944

Laderriere, Pierre
Training Recruitment and Utilization of Teachers in Primary and Secondary Education.
Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—450p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Primary Education, Secondary Education, *Staff Utilization, *Teacher Education, *Teacher Recruitment, *Teacher Selection, *Teacher Supply and Demand

This document, developed by the Organization for Economic Co-operation and Development (OECD), concerns the training, recruitment, and utilization of teachers in primary and secondary education. Following an introductory section, this report is divided into three parts: The characteristics and shortcomings of teacher supply (1950-65), teacher recruitment and utilization policy, and the change in teacher training standards. Part one covers the main factors affecting the demand for teachers, teacher supply, the characteristics and measurement of scarcity, specific consequences of recruitment difficulties, international developments, and the role of the teaching profession in the development and utilization of highly skilled manpower. The second part develops the recruitment of and sources for recruitment of teachers, teacher status and recruitment, and the utilization of teachers and the improvement of teaching efficiency. The third part concerns new principles guiding training programs and trends in standards of initial training for primary, general secondary, and technical education teachers as well as continuing professional training. General conclusions, outlining the framework of a recruitment policy for teaching staff, are presented. (MJM)

ED 069 612 SP 005 946

Klassen, Frank H., Ed. Collier, John L., Ed.
Innovations Now! International Perspectives on Innovation in Teacher Education.

International Council on Education for Teaching, Washington, D.C.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date 72

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Educational Change, *Educational Innovation, *International Education, International Organizations, *Teacher Education

This document summarizes and presents in edited form the proceedings of the 1972 ICET (International Council on Education for Teaching) World Assembly. The proceedings were based on the theme "Challenge and Innovation in Teacher Education." Speakers and participants dealt with the variety of problems, pressures, and changes faced by teacher educators. Seven major areas were discussed: challenge and innovation in teacher education; challenge and pressures for reform and innovation; systematic reforms in the structure, content and philosophy of teacher education; increasing the effectiveness of teacher education; innovations in curriculum, methodology, and organization; social realities—the context of innovative teacher education; and in-service education. Appendixes include a list of participants and the ICET constitution. (MJM)

ED 069 613 SP 005 948

Klassen, Frank H. And Others
The International Dimension of American Teacher Education. A Survey of International Education Programs of American Colleges and Universities.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 72

Note—231p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Development, Educational Innovation, *International Education, *International Programs, *Research Projects, *Teacher Education

This report describes current efforts in American colleges and universities to incorporate an international perspective in the preparation of teachers and other educational personnel. Chapter I presents an overview of international teacher education and a synopsis of several related studies. The second chapter presents the data. It is organized into five major parts determined by the basic characteristics of any teacher preparation program, i.e., institutional factors, curricula considerations, resource and faculty situations, planning constraints, problems, and the delineation of future policies and needs. A summary of the findings and implications is presented in Chapter III along with a brief overview of data collection and analysis procedures. Chapter IV contains a series of studies involving international-intercultural education. An extensive bibliography and appendixes with related project material are included. (MJM)

ED 069 614 SP 005 950

English, Fenwick W.

A Report To The Superintendent Regarding the Progress of Venice Junior High School Towards Flexible Instructional Organization (F10), or Staff Differentiation.

Sarasota County Board of Public Instruction, Sarasota, Fla.

Pub Date Mar 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Instructional Programs, *Instructional Staff, Junior High Schools, *Program Evaluation, *Staff Utilization

This report determined the results of the implementation of flexible instructional organization (F10) or staff differentiation at Venice Junior High School, Sarasota, Florida. The introductory portion concerns the report purpose, procedures and scope as well as background material. Results of interviews, conferences, surveys, observations, and meetings were divided into categories and tabulated. The analysis of data indicated three major problems: the lack of goals, objectives and direction; departmental specialization and isolation; and the lack of adequate funding. Recommendations for solutions to these problems are given. (MJM)

ED 069 615 SP 005 953

Ryscavage, Jerome James, Jr.

An Investigation of the Relationship Between A Set of Economic Concerns and Teacher Withdrawal in the State of Maryland From 1960 to 1970.

Pub Date 72

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Economic Factors, *Job Satisfaction, Living Standards, Occupational Surveys, *Teacher Behavior, *Teacher Motivation, *Work Environment

In order to determine the relationship between economic concerns and teachers' reasons for leaving a position, this study investigated several economic concerns, postulated to be related to teacher withdrawal. The rationale for study assumed that withdrawal from a teaching position is determined by four economic, or wage criteria including cost of living, intra-comparability of wages, and ability to pay. Twenty-four public school districts in Maryland, eight of which were considered metropolitan and sixteen of which were considered non-metropolitan in nature were studied for 10 years. Data for all the variables were gathered from each of 24 school districts and statistically analyzed through a multiple linear regression computer program. Conclusions indicating the effect of each variable upon teacher withdrawal are presented. Appendixes and an extensive bibliography are included. (Author/MJM)

ED 069 616 SP 005 954

Program To Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region.

Connors State Coll., Warner, Okla.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Effective Teaching, *Instructional Programs, Instructional Staff, *Junior Colleges, Program Descriptions, Teacher Attitudes, *Teacher Education

This report describes a program designed to train instructors in 10 junior colleges in Oklahoma and Nebraska. Training emphasized the development of knowledge, attitudes and methods, and skills directed toward attitude and associated behavioral change of the participants. The focus emphasized program objectives and educational needs. The section on program operation presents details concerning participants, staff, activities, and evaluation. The conclusion indicates significant aspects and outcomes including the development of the learning units by the participants with associated methodological and evaluation skills, knowledge gained by the participants, and the willingness of participating institutions to allow their individual program participants to implement and test out new ideas, methods and strategies gained through participation in this training program. Appendixes include summaries of opinionnaires, participant evaluation forms and a map indicating the location of the 10 participating junior colleges. (MJM)

ED 069 617 SP 005 955

Herrin, Alan R. And Others

Teacher Training In Inquiry by a Performance Contractor: A Unique Experiment In Jacksonville, Florida.

Nova Univ., Fort Lauderdale, Fla. Behavioral Sciences Center.

Pub Date [71]

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Inquiry Training, *Inservice Teacher Education, *Performance Contracts, Program Content, Program Descriptions, *Teacher Education, *Teaching Techniques

This study, conducted by a research team from the Behavioral Sciences Center of Nova University, investigated three features of the inservice teacher training program, connected with Project Impact in Jacksonville, Florida, which are not found in most projects involving performance contractors. First, Duval County was the first district to prepare their own Request for Proposal. Second, the contractor agreed to meet the conditions, stated by the Duval County Schools, that the teacher training program emphasize the use of inquiry techniques in teaching and that the subsequent teaching of 300 target students would be by the inquiry method. Third, this project marked the first attempt by a contractor to train locally-employed teachers to take the responsibilities for the classroom instruction. The data collected and analyzed showed the effects of the

inservice program and raised several interesting questions which are listed in the study. A nine-item bibliography and appendixes are included. (Author/MJM)

ED 069 618 SP 005 958

Rosner, Benjamin And Others

The Power of Competency-Based Teacher Education: A Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0475

Pub Date 72

Grant—OEG-0-71-2849

Note—271p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Certification, College School Cooperation, Federal Programs, Field Experience Programs, *Inservice Teacher Education, *Instructional Materials, Interinstitutional Cooperation, Local Issues, *Performance Based Teacher Education, Performance Criteria, Teacher Background, *Teacher Education, Teacher Qualifications

This hardcover report, commonly known as the Rosner Report, is based on the findings of the Committee on National Program Priorities in Teacher Education (CNPTE). The recommendations focus on developing the necessary conditions for competency-based teacher education and certification as well as developing incentives for inservice teacher training. The committee report is followed by papers authored by individual committee members. The committee report presents a rationale and recommendations for competency-based teacher education and certification. Papers prepared by the committee concern a 5-year goal for training complexes, an operational plan for program development in teacher education, notes on a school-university consortium for teacher education, educational personnel development programs that make a difference in teacher education, facilitating local options and coordination of programs, and the relationship of five thrusts in teacher education. Appendixes of related background material are included. More detailed abstracts of individual papers can be found in the following related documents: ED 063 237, 063 238, 063 239, 063 240, 063 241, 063 242, 063 243, 063 244. (MJM)

ED 069 619 SP 007 340

Tabulation.

Nederland Independent School District, Tex.

Pub Date Jun 70

Note—34p.

Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Business Skills, *Business Subjects, *Curriculum Guides, *Tables (Data), Typewriting

GRADES OR AGES: Grades 9-12. SUBJECT MATTER: Tabulation. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is devoted to the typing of tables. An introductory segment indicating the steps for tabulation is followed by worksheets divided into the four parts of tabulation: main headings, subheadings, column headings, and columns. The worksheets provide specific instructions for each exercise. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed in the introductory material. Activities are presented on each worksheet. INSTRUCTIONAL MATERIALS: None. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 069 620 SP 007 341

The Business Letter.

Nederland Independent School District, Tex.

Pub Date 70

Note—67p.

Available from—Curriculum Office, P.O. Box 908 Nederland, Texas 77627 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Business Correspondence, *Business Skills, *Business Subjects, Curriculum Guides, Grade 9, Grade 10, Grade 11, Grade 12, Typewriting

GRADES OR AGES: Grades 9-12. SUBJECT MATTER: Business. ORGANIZATION AND PHYSICAL APPEARANCE: This guide, designed for direct student use, indicates the

parts of a business letter, a placement guide, and steps for typing letters. Worksheets and illustrations indicate forms of block and indented styles; open, closed, and mixed punctuation; the attention and subject line; and the form for personal business letters. Unarranged letters are presented as exercises. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed following the introduction. Activities are indicated on the worksheets. INSTRUCTIONAL MATERIALS: None. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 069 621 SP 007 387

Planning for Change.

Hatch (C. Richard) Associates, New York, N. Y. Spons Agency—Center for Urban Education, New York, N.Y.

Bureau No—BR-6-2868

Pub Date Mar 68

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Planning, *Curriculum Guides, Grade 4, Grade 5, *Urban Education, *Urban Studies, *Workbooks

GRADES OR AGES: Grades 4 and 5. SUBJECT MATTER: Urban politics and neighborhood planning. ORGANIZATION AND PHYSICAL APPEARANCE: This workbook is designed to enable the New York public school student to gather and structure information on the history, condition, and function of their neighborhoods. Following an introduction the material describes reasons for migration into the city, characteristics and expression of the neighborhood, and practical and Utopian alternatives. The fifth grade sequence develops the history of the area and its people, the ways it is being changed, the political interests at work and the planning objectives for the neighborhood. Worksheets and student reading materials are included. The workbook is lithographed with a metal binder and soft cover. OBJECTIVES AND ACTIVITIES: Objectives and activities are presented in the accompanying teachers' manual (SP 007 391). INSTRUCTIONAL MATERIALS: Descriptive reference materials, scripts for major slide presentations, games, films, bibliographies, and tapes are listed under Materials in the teachers' manual. STUDENT ASSESSMENT: No provision is made for evaluation. (Related document is SP 007 391.) (MJM)

ED 069 622 SP 007 390

Elementary Mathematics, Grades 1-6.

Nederland Independent School District, Tex.

Pub Date 69

Note—334p.; Experimental Edition 1968

Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, *Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Instructional Program Divisions, *Mathematics Curriculum, *Mathematics Materials

GRADES OR AGES: Grades 1-6. SUBJECT MATTER: Elementary math. ORGANIZATION AND PHYSICAL APPEARANCE: Introductory material focuses on the philosophy and objectives of instructional material. The guide is divided into six units covering grades 1-6. Each unit presents the general goals, materials needed, minimum program, skills to be developed, mathematics skills chart, suggested schedule, an overview for each grade, content for each unit, and resource materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives for each section are listed. Activities are also suggested. INSTRUCTIONAL MATERIALS: Books, films, and transparencies are listed under Resource Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 069 623 SP 007 391

Planning for Change: A Course in Urban Politics and Neighborhood Planning for the Fourth and Fifth Grades in New York City's Public Schools. Teacher's Manual.

Hatch (C. Richard) Associates, New York, N. Y. Spons Agency—Center for Urban Education, New York, N.Y.

Bureau No—BR-6-2868

Pub Date Mar 68

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Planning, *Curriculum Guides, Grade 4, Grade 5, *Political Socialization, *Urban Education, *Urban Studies

GRADES OR AGES: Grades 4 and 5. SUBJECT MATTER: Urban politics and neighborhood planning. ORGANIZATION AND PHYSICAL APPEARANCE: This teacher's manual is designed to accompany a workbook (SP 007 387) developed for New York public school students. Following introductory material this manual is divided into three sections: curriculum materials for fourth and fifth grades (10 sequenced lessons); resource sections of descriptive reference materials; and special project materials. There is also a set of reproducible student reading materials and a number of tape recordings and slide sets. OBJECTIVES AND ACTIVITIES: The purpose for each lesson are listed. Activities are suggested in detail. INSTRUCTIONAL MATERIAL: Descriptive reference materials, scripts for major slide presentations, games, films, bibliographies and tapes are listed under materials. STUDENT ASSESSMENT: No provision is made for evaluation. (Related document is SP 007 387.) (MJM)

TM

ED 069 624 TM 001 108

Livingston, Samuel A.

A Classical Test-Theory Approach to Criterion-Referenced Tests.

Pub Date 72

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Tests, *Theories

A criterion-referenced test is defined in this paper as any test for which the test user wants to compare each student's score not with the mean of some group, but with a specified criterion score, which does not depend on the scores the students actually obtain on the test. This definition, it is pointed out, implies that all the items on the test must measure the same thing. A classical test theory for criterion-referenced tests is derived.

ED 069 625 TM 002 050

Forester Aid (gov. ser.) 441.384—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-438

Pub Date Jun 69

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Forestry Aides, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 626 TM 002 051
Cannery Mechanic (can. and preserv.) 638.281-022-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-439R
 Pub Date Dec 70
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Processing Occupations, Job Applicants, *Job Skills, *Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cannery Mechanic, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 627 TM 002 052
Food-Service Supervisor (hotel and rest.) 319.138-010-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-440
 Pub Date Jul 69
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Dietitians, Evaluation Criteria, *Food Service Occupations, Foods Instruction, Hotels, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Restaurants

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 628 TM 002 053
Body Maker Feeder (tinware) 616.885-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-441
 Pub Date Aug 69
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, *Sheet Metal Workers, Test Reliability, Test Validity

Identifiers—Body Maker Feeder, GATB, *General Aptitude Test Battery, Tinware

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 629 TM 002 054
Tricot-Knitting-Machine Operator (knit goods) 685.885-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-442
 Pub Date Aug 69
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Clothing, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Needle Trades, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Garment Industry, GATB, *General Aptitude Test Battery, Knit Goods, Tricot Knitting Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 630 TM 002 055
Molded-Goods Inspector-Trimmed (rubber goods) 759.687-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-443
 Pub Date Oct 69
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Inspection, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Inspectors, Molded Goods Inspector Trimmer, Rubber Goods, Trimmers

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 631 TM 002 056
Photograph Finisher (any ind.) 1976.886-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-444
 Pub Date Oct 69
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Photography, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Photograph Finisher

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 632 TM 002 057
Machinery Erector (engine & turbine; mach. mfg.) 638.281-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-445
 Pub Date Oct 69
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machinery Industry, *Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are stan-

dard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 633 TM 002 058
Engineer (water trans.) 197.130-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-446
Pub Date Nov 69
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Engineers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 634 TM 002 059
Welder, Production Line (welding) 812.884-018-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-447
Pub Date Nov 69
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Welders

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description

of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 635 TM 002 060
Model Maker (aircraft mfg.) 1 693.381-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-448
Pub Date Nov 69
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Aviation Technology, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Models, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Model Maker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 636 TM 002 061
Cook, Short Order (Hotel & rest.) 314.381-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-449
Pub Date May 70
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cooks, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 637 TM 002 062
Programmer, Detail, Graphic Arts (clerical) 219.388-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-450
Pub Date Jun 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Graphic Arts, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Programers, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 638 TM 002 063
Counselor (profess. and kin.) II 045.108-010-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-451
Pub Date May 70
Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Counselors, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, *Special Counselors, Test Reliability, Test Validity, Vocational Counseling, Vocational Rehabilitation

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 639 TM 002 064
Twister-Tender (asbestos prod; glass mfg.; synthetic fibers; textile) 681.885-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-452
Pub Date Jun 70
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Twister Tender

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 640 TM 002 065
Screw-Machine Set-Up Operator, Jobbing (mach. shop) 604.380-028--Technical Report on Development of USTES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-453. Pub Date Jul 70. Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Screw Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 641 TM 002 066
Yarn Service Trainee (synthetic fibers) 929.887--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-454. Pub Date Jul 70.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Trainees, Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Yarn Service Trainee

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are stan-

dard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 642 TM 002 067
Mine-Machinery Mechanic (mining & quarrying) 620.281-078--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-455. Pub Date Aug 70.

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Repairmen, Mechanics (Process), Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 643 TM 002 068
Assembler, Small Products (any ind.) 739.887-034--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-456. Pub Date Aug 70.

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs

with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 644 TM 002 069
Assembler, Oil Filters (auto mfg.) 739.887--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-457. Pub Date Nov 70.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 645 TM 002 070
Hose Maker (rubber goods) 752.781-010--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-458. Pub Date Nov 70.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Hose Maker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 646 TM 002 071
V-Belt Wrapper (rubber goods) 690.885-438--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-459. Pub Date Dec 70.

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, V Belt Wrapper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 647 TM 002 072

Assembler (elec. equip.) 826.884, Assembler, Electrical (elec. equip.) 826.884—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-461

Pub Date Jun 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 648 TM 002 073

Customer-Engineering Specialist (office mach.) 828.281—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-462

Pub Date Aug 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Engineering Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Machines, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Customer Engineering Specialist, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (Pages 12 and 13, performance evaluation chart, will reproduce poorly because of marginal legibility.) (AG)

ED 069 649 TM 002 074

Electronics Foreman (electronics) 5-92.621 (726.134)—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-353

Pub Date Oct 65

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Aptitude Tests, *Cutting Scores, Electronics Industry, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Supervisors, Test Reliability, Test Validity

Identifiers—Electronics Foreman, *General Aptitude Test Battery: GATB

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 650 TM 002 075

Offset-Web-Press Man (print. & pub.), 4-48.033—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-354

Pub Date Nov 65

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Publishing Industry, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Offset Web Press Man

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability;

Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 651 TM 002 076

Technician, Automated Equipment (office mach.) 823.281—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-463

Pub Date Aug 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Equipment, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Machines, *Personnel Evaluation, *Subprofessionals, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 652 TM 002 077

Inspector, Mechanical and Electrical (elec. equip.) 6-99.435—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-355

Pub Date Nov 65

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Electrical Occupations, Evaluation Criteria, Inspection, Job Applicants, *Job Skills, Mechanical Equipment, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance.

Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 653 TM 002 096

Wray, Grace A.

Wray Behavior Scale.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—GARDC-RP-19

Pub Date Sep 69

Contract—OEC-6-10-061

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, *Early Childhood, Evaluation Techniques, *Measurement Instruments, *Personality Assessment, Primary Grades, *Student Evaluation

Identifiers—*Wray Behavior Scale

The Wray Scale presented is designed to measure 15 behavior symptoms and their opposites which seem indicative of characteristics that can be observed in early childhood and followed as the child develops. Between each characteristic and its opposite are five gradations. Each child is checked to indicate where he stands on each pair of characteristics. Teachers can evaluate students at the beginning of the school year to identify problems and again at the end of the year to evaluate progress. Definitions of the traits used are given. Traits examined are aggressive/submissive; social/nonsocial; independent/dependent; cooperative/uncooperative; eager/dull; talkative/uncommunicative; attentive/non-attentive; active/still; happy/sad; leads/follows; imaginative/prosaic; persistent/nonpersistent; gregarious/lonely; obedient/disobedient; and courteous/rude. (DJ)

ED 069 654 TM 002 101

Goosby, Thomas M., Jr. Stoltman, Joseph P.

Report on an Individualized Reading Skills and Social Science Program in Progress.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Behavioral Objectives, *Curriculum Development, Curriculum Evaluation, Evaluation Methods, *Individualized Reading, Multiple Choice Tests, Primary Grades, *Programed Instruction, *Program Evaluation, Reading Instruction, *Social Sciences, Speeches, Technical Reports

Identifiers—Metropolitan Readiness Test

Development of the Individualized Reading Skills and Social Science Program (IRSS) is described. This curriculum begins when most children start to read. If a child cannot read the page, the curriculum provides supplementary listening passages and readiness training assessment. Each child begins at his level of progress. The general structure of the materials is short passages followed by four response multiple choice questions. The social science content includes Site, Route and Boundary Components; Interdependence of Components; Economic, Political and Social Aspects of Components; Environmental Quality of Community; and Comparison of Communities in Different Parts of the World. The first segment of the IRSS program 1970-1971 was pilot-tested and analyzed in 1969-1970. Evaluation of an expanded field test in 1970-1971 indicates an absence of cooperation in administering the program at the classroom level. (DJ)

ED 069 655 TM 002 102

Nimmich, Glen P. And Others

A Report on the Evaluation of the Parent/Child Toy-Lending Library Program.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Aug 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culturally Disadvantaged, Educational Objectives, *Evaluation Techniques, Instructional Materials, Librarians, *Library Programs, Models, Parent Education, *Parent Participation, Preschool Children, Program Effectiveness, *Program Evaluation, Questionnaires, Teacher Education, Tests, *Toys

Identifiers—Responsive Test

The Parent/Child Toy-Library Program is described and a report is given of its evaluation. The program is a 10-week course for parents of three- and four-year-old children, an educational Toy Library for the parents, and a training program for the teacher-librarians who will teach the course and operate the library. Two toys were rejected on the basis of the evaluation—color cubes and sifo shapes. Evaluation of the course by use of an open-ended questionnaire indicated that the parents felt more competent in helping their children and had a better understanding of what to expect of the child. Evaluation of the children's achievement was made through comparison of pretest and posttest scores on the Responsive Test. Results of the evaluation indicate that the children learned a considerable amount because of their involvement with the program. (DJ)

ED 069 656 TM 002 103

Welch, Wayne W. And Others

An Evaluation of the White Bear Lake Senior High School Program. Final Report.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—White Bear Lake Independent School District 624, Minn.

Pub Date 15 Mar 71

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Attitude Tests, Community Attitudes, Evaluation Criteria, Evaluation Techniques, *Experimental Curriculum, *Flexible Scheduling, High School Graduates, High School Students, Measurement Techniques, Open Education, *Program Effectiveness, Program Evaluation, Questionnaires, Rating Scales, Research Methodology, Schedule Modules, *Student Teacher Relationship, Surveys, Teacher Attitudes, Technical Reports

Identifiers—Iowa Test of Educational Development, New Design

Evaluation of the White Bear Lake Senior High School New Design Program made by the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. is presented. Sets of objectives were formulated for students, graduates, staff and community during a three-day workshop. Measurements devices used were questionnaires for students, teachers, and randomly selected community residents; Iowa Test of Educational Development for all seniors; personal interviews with 50 parents and 50 non-parents; a school survey inventory for teachers; and a questionnaire for graduates for the past five years. Areas are identified as strength, acceptable, or problem areas. The community indicated concern over student freedom and had a negative attitude toward the teachers. The teachers widely accept the New Design even though they express a desire for closer relations with the students. The students' general impression of the program is good. Achievement tests indicate that the learning rate does not differ significantly from the typical groups of seniors nationally. The graduates indicated that they received an education that adequately prepared them for life. (DJ)

ED 069 657 TM 002 104

Welch, Wayne W. And Others

Senior High School Questionnaire. Appendix C.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—White Bear Lake Independent School District 624, Minn.

Pub Date 15 Mar 71

Note—11p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Community Attitudes, Evaluation Techniques, Experimental Curriculum, Flexible Scheduling, *High School Curriculum, *Interviews, Measurement Techniques, Program Effectiveness, *Questionnaires, *Research Methodology, Schedule Modules, Surveys

This was developed in collaboration with the White Bear Lake Senior High School Evaluation Committee to evaluate the school's flexible module scheduling program. It includes a questionnaire about the school and its program and a questionnaire form for interviews in the community. Part I of the high school questionnaire has 25 questions about the school's pro-

gram. Part II lists 17 areas to be checked if real improvement is needed. Part III lists 17 adjectives to be checked if they apply to the flexible modular schedule program. The interview form has 25 questions with structure for objective recording of responses for each. It also has a section to record background information. For related documents, see TM 002 103, 105-109. (DJ)

ED 069 658 TM 002 105

Welch, Wayne W. And Others

Teacher Questionnaire; White Bear Lake Senior High School. Appendix C.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—White Bear Lake Independent School District 624, Minn.

Pub Date 15 Mar 71

Note—7p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—Attitude Tests, Educational Improvement, Evaluation Techniques, Experimental Programs, *Flexible Scheduling, High School Curriculum, Instructional Staff, *Measurement Techniques, *Program Evaluation, Questionnaires, Surveys, *Teacher Attitudes, Teacher Role

This was developed for teachers in collaboration with the White Bear Lake Senior High School Evaluation Committee to evaluate the flexible modular schedule program. Part I contains 25 statements about the school and its programs with which the teachers may strongly or mildly agree or disagree. Part II contains a list of 17 areas of the school program which the teachers may check if they think real improvement is needed. Part III lists 17 adjectives which the teachers may check if they think they describe the flexible modular scheduling program. Part IV contains 10 statements with which the teachers may strongly or mildly agree or disagree and three questions which relate to the teacher's role in the school program. Part V lists 19 changes which the teachers can check (1) if they think they have occurred (2) if they think they were caused by the new plan. For related documents, see TM 002 103-104, 106-109. (DJ)

ED 069 659 TM 002 106

School Survey. Appendix C.

Pub Date 15 Mar 71

Note—8p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—*Attitude Tests, Educational Administration, Evaluation Techniques, High Schools, *Questionnaires, *Surveys

This school survey was used in the White Bear Senior High School evaluation of its flexible modular scheduling program. It includes 120 statements with which the person filling out the questionnaire may agree, disagree, or question. The questions relate to the school and its operation and to the community. The questionnaire also includes space for comments and directions for its use. For related documents, see TM 002 103-105, 107-109. (DJ)

ED 069 660 TM 002 107

Welch, Wayne W. And Others

Student Questionnaire; White Bear Lake Senior High School. Appendix C.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—White Bear Lake Independent School District 624, Minn.

Pub Date 15 Mar 71

Note—7p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—*Attitude Tests, Evaluation Techniques, High School Students, *Measurement Techniques, *Questionnaires, *Student Evaluation

Developed in collaboration with the White Bear Lake Senior High School evaluation of its flexible modular scheduling program, this is for students. Part I consists of 25 statements about the school and its program with which the students may strongly or mildly disagree or agree. Part II is a list of 17 areas in the school which the students may check if they think real improvement is needed. Part III lists 17 adjectives which the students may check if they think they

describe the flexible modular program. Part IV includes 13 statements with which the students may strongly or mildly agree or disagree. It also has 10 questions about the students' role in the school. Part V lists 14 pairs of words on a scale with 5 levels to check about how the students feel about the school. For related documents, see TM 002 103-106, 108-109. (DJ)

ED 069 661 TM 002 108
Former Student Follow-up Questionnaire. Appendix C.

Spons Agency—White Bear Lake Independent School District 624, Minn.
Pub Date 15 Mar 71
Note—3p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Evaluation Techniques, *Follow Up Studies, High School Graduates, High Schools, Measurement Techniques, *Occupational Information, *Program Evaluation, *Questionnaires

This was used as part of the White Bear Senior High School evaluation of its flexible modular scheduling program. This phase of the study was in cooperation with Total Information for Educational Systems. It is for students who graduated from the school. Sections of the questionnaire deal with personal and occupational information. It is arranged with multiple choice responses and lists code numbers for colleges and universities as well as college and post high school vocational training majors. For related documents, see TM 002 103-107, 109. (DJ)

ED 069 662 TM 002 109
Former Student Follow-Up Questionnaire.

Spons Agency—White Bear Lake Independent School District 624, Minn.
Pub Date 15 Mar 71
Note—5p.; Not available separately, see TM 002 103

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Educational Accountability, *Evaluation Techniques, *Follow Up Studies, *High School Graduates, Marital Status, Measurement Techniques, Military Service, Occupational Information, Questionnaires

Used by Total Information for Educational Systems in the evaluation of the White Bear Senior High School evaluation of its flexible modular scheduling program, this is for students who have graduated from high school. It includes sections on marital, educational, occupational and military information. The questionnaire is arranged with multiple choice responses and lists code numbers for both colleges and universities and college and vocational training majors. Appended to the questionnaire is one page developed by the evaluation committee related specifically to the White Bear Senior High School program. For related documents, see TM 002 103-108.

ED 069 663 TM 002 110
Geisert, Paul

The Dimensions of Measurement of the Affective Domain.

Wyoming Univ., Laramie. Coll. of Education.
Pub Date 72

Note—78p.

Available from—College of Education, Center for Research Service and Publication, University of Wyoming, Laramie, Wyoming

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Affective Objectives, Affective Tests, Attitude Tests, *Behavioral Objectives, Case Records, Classroom Observation Techniques, *Educational Objectives, *Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, *Program Effectiveness, Psychometrics, Questionnaires, Rating Scales, *Student Attitudes, Taxonomy, Technical Reports

An attempt to direct the attention of the public school to the measurable dimensions of the affective domain is reported. A seven-step plan is provided for implementing an educational program in the affective domain: Step 1, evaluator develops and states affective goals; Step 2, evaluator determines appropriate behavioral objectives to measure goal achievement; Step 3, evaluator determines a suitable standard of student performance; Step 4, teachers instruct students about the values related to behavioral

goals; Step 5, evaluator collected data on outcomes; Step 6, the data are interpreted by comparing results to the criteria of performance; Step 7, evaluator decides if program has been successful. Three major areas comprise the measurement dimensions: self report, record, and observational data. Appendices include a condensed version of the affective domain of the taxonomy of educational objectives, suggested behaviors denoting scientific literacy, and examples of evaluation instruments for the affective domain. (DJ)

ED 069 664 TM 002 111
The Prediction of Doctorate Attainment in Psychology, Mathematics and Chemistry: Preliminary Report.

Educational Testing Service, Princeton, N.J.
Pub Date Aug 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Achievement Tests, Age Differences, Aptitude Tests, Chemistry, Doctoral Degrees, *Doctoral Programs, Graduate Study, Higher Education, Mathematics, Measurement Techniques, *Predictive Ability (Testing), *Predictive Validity, *Predictor Variables, Psychology, Research Methodology, Statistical Analysis, *Tests

Identifiers—Graduate Record Examinations

Data from the National Science Foundation Fellowship applicant records and the NRC Office of Scientific Personnel Doctorate Records File were utilized to evaluate the potential of GRE Aptitude and Advanced Tests as predictors of whether or not the candidate attained the doctorate within a period of from seven to ten years. In addition, the study sought to determine whether there were particular subgroup within each field as described by variables such as age, "quality" of the institution or graduate department, for which the GRE have varying degrees of predictive accuracy. Sample sizes ranging from 643 to 779 were obtained for three fields, mathematics, chemistry, and psychology, and divided into two samples so that cross-validation could be performed. Results indicate that mathematics and chemistry had higher levels of predictability than psychology. In all three fields, the GRE Advanced Tests were the best predictors. Age was a better predictor for math than for psychology or chemistry. (DJ)

ED 069 665 TM 002 112
Feldmesser, Robert A.

Performance Contracting in Principle and Practice.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-20

Pub Date 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Educational Accountability, Educational Development, *Local Government, *Measurement, *Performance Contracts, Performance Criteria

Performance contracts, in which an outside organization undertakes to provide instruction in a local educational agency's jurisdiction, are discussed in this report. Characteristics of the outside educational organization are described. Payment schedules are outlined in detail, as are the problems of accurately measuring gains. Arguments for and against performance contracts are given. (RS)

ED 069 666 24 TM 002 115
Havlicek, Larry L.

An Empirical Investigation of Specified Violations of the Assumptions Underlying Statistical Techniques. Final Report.

Kansas Univ., Lawrence. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-G-060

Pub Date Mar 72

Grant—OEG-7-71-0021(509)

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Analysis of Variance, *Correlation, Educational Research, *Evaluation Techniques, Hypothesis Testing, Measurement Techniques, Research Methodology, Research Reviews (Publications), Sampling, Statistical Bias, *Statistical Studies, Tables (Data), *Tests

The purpose of this study was to empirically determine the effects of quantified violations of the underlying assumptions of parametric statistical tests commonly used in educational research, namely the correlation coefficient (r) and the t test. The effects of heterogeneity of variance, nonnormality, and nonlinear transformations of scales were studied separately and in all combinations. Monte Carlo procedures were followed to generate random digits which had the following shapes: normal, positively skewed, negatively skewed, and leptokurtic. Interval, ordinal, and percentile rank transformations were used for all of the computations which were based on 5,000 sets of randomly generated numbers, each set containing either 5, 15, or 30 such numbers. A total of 1,332 combinations of differences in shape of distribution, variance, size of sample, and type of scale were studied. The results indicate that the distribution or r do not deviate significantly from the theoretical distributions even under the most severe combinations of violations. However, there were many significant discrepancies for the t test. The results of this study lead to the conclusion that the t test is not as robust as generally thought and that researchers should consider all of the basic assumptions before applying this test to their data. (Author)

ED 069 667 24 TM 002 116
Rodenborn, Leo V., Jr.

An Assessment of the Influence of Attention to the Task in the Measurement of Visual Perceptual Abilities. Final Report.

Missouri Univ., St. Louis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-G-026

Pub Date Jan 72

Grant—OEG-7-71-0012(509)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Attention, Factor Analysis, Handicapped Children, *Measurement Techniques, *Memory, *Perception Tests, Perceptually Handicapped, Sex Differences, Statistical Analysis, Tests, Visualization, *Visual Perception

Identifiers—Frostig DTVP, Peabody Picture Vocabulary Test

The project's purpose was to determine whether attention to the task during testing was a confounding variable in measures of visual perception ability. Samples of 30 perceptually handicapped (PH) and 30 normal subjects (N) were randomly selected from children so classified on the Frostig DTVP, providing they had IQ scores between 85 and 115 on the Peabody Picture Vocabulary Test. The two samples were further stratified on sex and race. A test of visual memory for letter-like forms was administered to both samples in two presentations, one a group paper-and-pencil test and the other a machine presentation which provided reinforcements for correct responses. An "X Design" controlled for practice effect between the two presentations. Analysis of covariance was performed co-varying the visual memory and IQ scores for both presentations. No significant differences in performance were found on either presentation of the visual memory tests, between the PH and N groups, between the sexes, or in the interaction of perception ability and sex. There was insufficient evidence to conclude that attention to the task was an important variable in perception testing. However, the use of DTVP in testing perceptual ability was found to be highly questionable. For related documents, see TM 002 117, 118.)

ED 069 668 24 TM 002 117
Rodenborn, Leo V., Jr.

The Test of Visual Memory for Letter-like Forms. Appendix A.

Missouri Univ., St. Louis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-G-026

Pub Date Jan 72

Grant—OEG-7-71-0012(509)

Note—4p.; Not available separately, see TM 002 116

Document Not Available from EDRS.

Descriptors—*Attention, *Measurement Instruments, *Memory, *Perception, *Perception Tests, Tests, Visual Learning, *Visual Measures, *Visual Perception

Identifiers—Visual Memory for Letter like Forms

Presented is a test used to measure visual perception ability, which consists of 30 groups of forms that are similar to lines used in forming letters, but do not make letters. They are comparable to nonsense syllables used to simulate words. Each group includes four forms and is numbered. The test was used in Rodenborn's study to determine the effect of attention during testing to measure visual perceptual ability. (For related documents, see TM 002 116, 118.) (DJ)

ED 069 669 24 TM 002 118

Rodenborn, Leo V., Jr.

Raw Data Collected in This Study. Appendix B.

Missouri Univ., St. Louis.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Regional Research Program.

Bureau No—BR-1-G-026

Pub Date Jan 72

Grant—OEG-7-71-0012(509)

Note—4p.; Not available separately, see TM 002 116

Document Not Available from EDRS.

Descriptors—*Data Collection, *Perception Tests, *Raw Scores, *Tables (Data), *Visual Perception

The raw data collected in a study to determine the effect of attention in measuring visual perception are provided. A key to the 19 numerical headings of the raw data tabulation is given. Two pages of tables presented the raw data. (For related documents, see TM 002 116, 117.) (DJ)

ED 069 670 TM 002 121

Andrulis, Richard S.

Construct Validation of A Standardized Achievement Test.

Pub Date 72

Note—14p.; Paper presented at meeting of the American Psychological Association (80th, Honolulu, Hawaii, Sept., 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, College Students, Educational Research, Factor Analysis, Item Analysis, *Predictive Ability (Testing), Research Methodology, Speeches, Statistical Analysis, Student Evaluation, Test Construction, Tests, *Test Validity

Identifiers—Chartered Life Underwriter

The purpose of the investigation was to determine the construct validity of a standardized achievement test. The test, administered to over 5800 subjects, is one examination in a diploma program for students pursuing the Chartered Life Underwriter (CLU) designation. Results of factor and multiple discriminant analysis indicated the presence of five content and cognitive constructs. However, only 12% of the variance was accounted for by these constructs. Subsequent analysis has indicated the presence of an item response format construct that might relate with individual performance. (Author/DJ)

ED 069 671 TM 002 122

Kristof, Walter

Testing Whether a Disattenuated Correlation Is Perfect.

Educational Testing Service, Princeton, N.J.

Spons Agency—National School Public Relations Association, Washington, D.C.

Pub Date Sep 72

Note—8p.; Paper presented at meeting of the American Psychological Association Meeting (80th, Honolulu, Hawaii, Sept., 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, Factor Analysis, Hypothesis Testing, Personality Tests, *Psychological Tests, Speeches, *Standard Error of Measurement, *Statistical Studies, Testing, Test Interpretation, Test Validity

We are concerned with the hypothesis that two variables have a perfect disattenuated correlation, hence measure the same trait except for errors of measurement. This hypothesis is equivalent to saying, within the adopted model, that true scores of two psychological tests satisfy a linear relation. A statistical test of this hypothesis is derived when the relation is specified with the exception of the additive constant. Then the result is interpreted in terms of the possible existence of an unspecified linear relation between true scores of two psychological tests. A numerical example is provided by way of illustration. (Author)

ED 069 672 TM 002 123

Veldman, Donald J.

Automated Sentence Completion Scoring.

Note—5p.; Presented to American Psychological Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Tests, College Students, *Correlation, *Electronic Data Processing, Factor Analysis, Input Output Devices, Item Analysis, *Measurement Techniques, Norms, Personality Tests, Questionnaires, *Research Methodology, Sex Differences, Teacher Education, Test Interpretation, Test Reliability

A 62-item form of the sentence-completion technique requiring one-word responses was administered to 1718 undergraduates in teacher education. The data were punched on cards and lists of different responses were compiled. Responses indicating evasion, hostility, anxiety and depression were identified for each stem to form a scoring "dictionary." A computer program scored all protocols for these four variables, as well as populars, average response length and repetitions. Descriptive statistics, internal consistency reliabilities, and intercorrelations of the variables are reported, as well as concurrent validities against a self-report questionnaire and comparisons of sex and teaching-level subsamples. (Author)

ED 069 673 TM 002 124

Borich, Gary D.

Linear and Curvilinear Models for Aptitude-Treatment Interactions.

Pub Date 2 Sep 72

Note—9p.; Paper presented at American Psychological Association Annual Meeting (80th, Honolulu, Hawaii, Sept. 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Correlation, Factor Analysis, Interaction, *Interaction Process Analysis, *Mathematical Models, *Multiple Regression Analysis, Predictive Ability (Testing), Predictor Variables, *Research Methodology, Speeches, Statistical Analysis, Technical Reports, Test Interpretation

Statistical procedures are presented for determining ordinal and disordinal aptitude-treatment interactions with linear and curvilinear data. The paper presents a method for testing the homogeneity of group regressions for a single aptitude and provides models for expanding this test to linear and curvilinear regression planes. Procedures are presented for constructing appropriate tests of significance and for isolating the specific source of interaction in complex aptitude-treatment interactions for which there are multiple aptitudes. (Author)

ED 069 674 TM 002 125

Borich, Gary D. Bauman, Patricia M.

Convergent and Discriminant Validation of the French and Guilford-Zimmerman Spatial Orientation and Spatial Visualization Factors.

Pub Date 2 Sep 72

Note—9p.; Paper presented at American Psychological Association, Annual Meeting (80th, Honolulu, Hawaii, Sept. 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Aptitude Tests, College Students, *Correlation, Factor Analysis, Measurement Techniques, Perception, Predictive Ability (Testing), Predictive Measurement, Research Methodology, *Space Orientation, Speeches, *Statistical Analysis, Technical Reports, Testing, *Test Interpretation, *Test Validity, Visualization

The French and Guilford-Zimmerman measures of spatial orientation and spatial visualization factors are compared. Both approaches to measurement are described. A study to assess the two approaches is reported. Both tests were administered to 40 college sophomores in a classroom setting according to published instructions. Pearson product-moment correlations were computed for the multitrait-multimethod matrix. Results indicate that both tests exhibit convergent validity. The data on discriminant validation, however, indicates that variance attributable to methods exceeds variance attributable to traits. The conclusion is that variance due to authorship is greater than that due to trait and that the traits may not be distinct variables. (DJ)

ED 069 675 TM 002 126

Adkins, Dorothy C.

Objective Measurement of Emerging Affective Traits in Preschool Children.

Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Office of Economic Opportunity,

Washington, D.C. Community Action Program.

Pub Date 6 Sep 68

Note—35p.; Paper presented at American Psychological Association annual meeting (80th, Honolulu, Hawaii, Sept. 6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Tests, Attitude Tests, Cultural Differences, *Evaluation Techniques, Factor Analysis, Measurement Instruments, Measurement Techniques, *Motivation, Personality Tests, *Preschool Children, Response Style (Tests), Speeches, Statistical Analysis, Tests, Test Validity

Identifiers—Gumpgookies, Headstart

An objective measure of motivation to achieve for preschool children called Gumpgookies is described. It is an objective-projective technique that requires choice between two alternate types of behavior portrayed in pictures and accompanying verbal descriptions. Gumpgookies are amoeba-like creatures who behave in ways intended to show differences in motivation. The history of the development of the test is reviewed and results of extensive testing reported. Factors analyzed were school enjoyment, self evaluation, purposive behavior, self confidence and instrumental activity. Ethnic-cultural differences are examined. A major problem with the development was in regard to response sets which led to the conclusion that these may be more important in other tests than is recognized. The paper concludes with a brief description of initial development of using the Gumpgookie technique to measure other traits in the affective domain such as warranted self-esteem, warranted other esteem, and integrity or responsibility. (DJ)

ED 069 676 TM 002 127

Goldman, Roy D. Kaplan, Robert M.

Development of a Mechanization Scale: Measurement of Stereotypes of Attitude toward Technology.

Note—12p.; American Psychological Association

Presentation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, College Students, Evaluation Techniques, *Measurement Instruments, Measurement Techniques, Occupations, Speeches, Statistical Analysis, *Stereotypes, Technical Reports, *Technology, Test Construction, Test Reliability, Tests, *Test Validity

Identifiers—Mechanization Scale

The purpose of the present study was to extend the construct validity of a scale designed to measure attitude toward technology. A revision of the Mechanization Scale (Goldman, Platt & Kaplan, 1972) was administered to 89 undergraduate students with instructions to respond as if each were a member of a specified occupational group. The target occupational groups (Social Worker, Forest Ranger, Banker, and Mechanical Engineer) were chosen because they had been rated to represent extreme high-low combinations of mechanical competence and favorable/unfavorable view of technology. Responses to the questionnaire were analyzed by a 2 X 4 (sex of subject-by-target occupation) multivariate ANOVA. Differences between occupational group centroids were highly significant whereas other contrasts were not. A discriminant function analysis reveals a two dimensional discriminant space in which the configuration of occupational groups reflected the rater-derived configuration. The study was viewed as successfully extending the construct validity of the mechanization scale. (Author)

ED 069 677 TM 002 128

Fiske, Donald W. Kuncel, Ruth Boutin

How Does It Feel to Take A Personality Test?

Spons Agency—National Science Foundation, Washington, D.C.

Note—11p.; Solicited by the American Psychological Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Tests, Attitude Tests, Catalogs, Evaluation Techniques, Measurement Techniques, *Personality Tests, Psychological Evaluation, Research Methodology, *Response Style (Tests), Student Attitudes, Technical Reports, *Testing, *Test Reliability, *Tests

Identifiers—Marlowe Crowne Social Approval, Thurstone Dominance, Thurstone Reflective, Welsh Anxiety, Welsh Repression

After taking a personality test, subjects reported their reactions to being tested. Reactions were diverse, even in the same subject. Free responses to 10 questions were coded into 16 categories within five broad groups. Desire for information about the test and about self, and criti-

cism of testing were very prevalent; criticisms of self and apprehensions were less frequent. Three studies yielded rather similar results. Inventories, however, elicit somewhat different patterns of reactions from other tests. These diverse reactions may underlie response sets and, consequently, impair the quality of personality measurements. Appropriate increases in the structuration of our tests seem called for. (Author)

ED 069 678 TM 002 129

Olkin, Ingram

Monotonicity Properties of Dirichlet Integrals with Applications to the Multinomial Distribution and the Anova Test; A Draft.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—ETS-RB-72-36

Pub Date Aug 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, Evaluation Techniques, Mathematical Models, Measurement Techniques, *Statistical Analysis, Technical Reports, Testing

Bounds for the tails of Dirichlet integrals are established by showing that each integral as a function of the limits is a Schur function. In particular, it is shown how these bounds apply to the simultaneous analysis of variance test and to the multinomial distribution. (Author)

ED 069 679 TM 002 130

Attitude Toward School: Grades K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles.

Center for the Study of Evaluation.

Note—177p.

Available from—The Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Catalogs, Classroom Observation Techniques, Intermediate Grades, *Measurement Instruments, Primary Grades, Projective Tests, Secondary Grades, *Tests

Identifiers—A Picture Choice, Aspirations for Grade Level Completion, Headlines in the News, High School on TV, If You Had a Visitor, Imagine That, Persons and Places, School Sentiment Index, Subject Area Preferences, Task Completion Take Your Pick

This collection of instructional objectives and related measuring instruments is one of two Instructional Objectives Exchange publications devoted exclusively to affective objectives and measures. Concerning attitude toward school, it describes procedures used in preparing objectives and measures and their possible uses. Objectives are listed according to grade range, that is, primary (grades K-3), intermediate (grades 4-6) and secondary (grades 7-12). Each objective includes a page reference to the concluding section of tests. Each part of this section includes (1) a measuring device, (2) a description and rationale for it, (3) directions for administering it, and (4) directions for scoring. It contains 27 different attitude tests of which five are direct measures, 13 are inferential and nine are observational indicators. (DJ)

ED 069 680 TM 002 131

Narikawa, Diane And Others

Attitudes Related to Tolerance: Grades 9-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles.

Center for the Study of Evaluation.

Pub Date 71

Note—114p.

Available from—Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Classroom Observation Techniques, Educational Objectives, *Ethnic Relations, *Measurement Instruments, *Measurement Techniques, Rating Scales, Secondary Grades, Self Evaluation, Sociometric Techniques, Student Attitudes, Tests

Identifiers—Contemporary Image Survey, Group Description Scale, Interaction Attitude Index, Personal Perspective Scale, Social Reaction Scale

This collection of instructional objectives and related measuring instruments is the third Instructional Objectives Exchange publication devoted to affective objectives. It concerns tolerance for the values and opinions of others. In general, the materials are designed to be used with secondary school students, grades 9-12. The majority of the objectives are measured by paper and pencil tests, some of which ask the learner to provide a direct self-report and others of which utilize an indirect approach, securing students judgments which require inferences. Sociometric devices and observation techniques are also included. Each objective includes a reference to a measure of that objective. Direct self-report general measures are Personal Perspective Scale I and II and Policy Choice. Ethnic measures are Group Description Scale, Interaction Attitude Index, Social Reaction Scale, and Contemporary Image Survey. Inferential paper and pencil instruments are Situation-Reaction Scale and Ethnic Attitude Measure. (DJ)

ED 069 681 TM 002 132

Measures of Self Concept: Grades K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles.

Center for the Study of Evaluation.

Note—100p.

Available from—Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Educational Objectives, Intermediate Grades, *Measurement Instruments, Primary Grades, Questionnaires, Secondary Grades, *Self Concept Tests, Student Attitudes, Tests

Identifiers—Choose a Job Inventory, Class Play, Parental Approval Index, Self Appraisal Inventory, Television Actors

This collection of instructional objectives and related measuring instruments is the first of Instructional Objectives Exchange collections devoted to affective objectives. It concerns measures of self concepts. The collection is divided into five major sections. The discussion of the collection's organization is followed by a description of the development procedures. The three sections details possible uses. The objectives themselves are listed according to grade ranges, that is primary (grades K-3), intermediate (grades 4-6), and secondary (grades 7-12). At the close of each objective a page reference refers to the concluding section which contains measuring devices, their rationales, and directions for administering and scoring them. Measures included are Self Appraisal Inventories at the primary, intermediate and secondary levels; Choose a Job Inventory; Parental Approval Index; The Class Play; Television Actors; What Would You Do? at both intermediate and secondary levels; Work Posting and Perceived Approval Situations. (DJ)

ED 069 682 TM 002 133

Judgment: Deductive Logic and Assumption Recognition: Grades 7-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles.

Center for the Study of Evaluation.

Pub Date 71

Note—68p.

Available from—Instructional Objectives Exchange; Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Aptitude Tests, Cognitive Development, *Cognitive Measurement, Cognitive Processes, Educational Objectives, Evaluation Techniques, *Logic, Logical Thinking, *Measurement Instruments, *Measurement Techniques, Secondary Grades, Tests

Identifiers—Assumption Recognition Index, Class Reasoning Index, Conditional Reasoning Index, Recognizing Reliable Observations

This collection of objectives and related measures deals with one side of judgment: deductive logic and assumption recognition. They are suggestive of students' ability to make judgments based on logical analysis rather than comprehensive indices of overall capacity for judgment. They include Conditional Reasoning Index, Class Reasoning Index, Assumption Recognition Index (I and II), and Recognizing Reliable Observations. Stated objectives refer to related measures.

A description and rationale as well as directions for administering and scoring are given for each measure. (DJ)

ED 069 683 TM 002 134

Gleser, Leon Jay Olkin, Ingram

A Note on Box's General Method of Approximation for the Null Distributions of Likelihood Criteria; A Draft.

Educational Testing Service, Princeton, N.J.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.; National School Public Relations Association, Washington, D.C.

Report No—ETS-RB-72-34

Pub Date Aug 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Mathematical Models, *Research Methodology, *Statistical Analysis, Technical Reports

Identifiers—Box(GEP)

Box's method of approximation for the null distributions of likelihood criteria is described. It simplifies the formulas, describes a method of obtaining f, phi, and rho directly from given values, and provides two illustrations of the method. (DJ)

ED 069 684 TM 002 135

Ruch, William W.

Statistical, Legal, and Moral Problems in Following the EEOC Guidelines.

Pub Date 21 Apr 72

Note—19p.; Paper presented at the annual meeting of Western Psychological Association (Portland, Oregon, April 21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, *Civil Rights, Decision Making, Employment Problems, Job Skills, Legal Problems, Minority Groups, Moral Issues, Predictive Ability (Testing), *Predictive Measurement, Predictor Variables, *Racial Differences, Speeches, Statistical Analysis, *Test Bias, Testing, Test Interpretation, Test Validity, *Vocational Aptitude

Statistical, legal and moral problems involved in following the EEOC guidelines are described. The guidelines require separate data for minority and non-minority groups with differential cut off scores for aptitude tests which have a racial bias. Problems reviewed include: identification of racial bias in tests is difficult; giving one race an advantageous cutoff over another may be unfair, creating legal challenges; and determining selection by race may diminish the effectiveness of the work group. The author suggests selection on the basis of proportion of numbers of each race applying, taking the top from each group. (DJ)

ED 069 685 TM 002 136

Ruch, William W.

A Re-analysis of Published Differential Validity Studies.

Pub Date 6 Sep 72

Note—35p.; Presented at the symposium, "Differential Validation under EEOC and OFCC Testing and Selection Regulations," (American Psychological Association, Honolulu, Hawaii, Sept. 6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, Data, Employment Opportunities, Evaluation Techniques, Industrial Personnel, *Measurement Techniques, Multiple Regression Analysis, *Negro Employment, *Predictive Ability (Testing), Racial Differences, Racial Discrimination, *Task Performance, Technical Reports, Test Interpretation, Test Validity

A survey of recent literature was undertaken to locate validity studies of paper-and-pencil tests which met the following criteria: (1) Studies were conducted in a business or industrial (i.e. non-education, non-military) setting; (2) Separate statistics were available for blacks and whites; (3) Race was not confounded with some outside variable which would preclude meaningful interpretation; (4) Necessary data were reported to enable a test of homogeneity of regression between racial groups. For each of 20 studies which met these criteria, a homogeneity of regression analysis was conducted on each predictor-criterion pair to determine if there were significant differences between blacks and whites in standard errors, slopes, or intercepts of the regression lines. The number of significant differences in standard errors and in slopes was less than would be expected by chance, indicating that tests do

not have differential validity between white and black groups. For intercepts, significant differences in excess of chance were obtained. The direction of the differences was such that job performance of blacks was overestimated by tests. (Author)

ED 069 686 TM 002 137

Angoff, William H.

A Technique for the Investigation of Cultural Differences.

Pub Date Sep 72

Note—11p.; Paper presented at American Psychological Association Meeting (Honolulu, Hawaii, Sept. 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Covariance, *Cluster Analysis, Comparative Analysis, *Correlation, *Cultural Differences, Factor Analysis, Interaction, *Mathematical Models, Measurement Techniques, *Research Methodology, Speeches, Statistical Analysis, Technical Reports

Identifiers—Scattergram

A technique for detecting and studying item (or test) x group interactions independent of differences in level or dispersion of the groups is described. It involves construction of a scatter plot with two groups represented, one on each axis. Each point in the scatter plot represents the coordinates of a measure of a characteristic for one group plotted against a measure of the same characteristic for the other group; and the set of N points in the scatter plot represented the variables under study. The shape of the ellipse represents the degree to which the two groups in question share similar profiles. One method of analysis is to measure the departure of each point from the major axis of the ellipse and to study specific items that are most aberrant. Another is to calculate the variance associated with the item x interaction. Although the technique is not intended as a measure of item or test bias, it is useful in diagnosing cultural differences and comparing different types of groups. (Author/DJ)

ED 069 687 TM 002 138

Angoff, William H.

The Development of Statistical Indices for Detecting Cheaters.

Educational Testing Service, Berkeley, Calif.;

Educational Testing Service, Princeton, N.J.

Report No.—CEEB-RB-72-26; CEED-RDR-72-73-

Pub Date Jul 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Cheating, College Bound Students, *College Entrance Examinations, Data, *Evaluation Techniques, *Measurement Techniques, Research, Statistical Analysis, Technical Reports, *Testing

Identifiers—SAT Mathematical, SAT Verbal

Comparison data on SAT verbal and mathematical were collected on pairs of examinees in three samples for later use in detecting instances of willful copying. Two of the samples were constructed with the knowledge that no examinee could possibly have copied from the answer sheet of any other examinee in the sample. The third sample was taken entirely from a single center believed to be free of cheating. In each sample the answer sheet of each examinee was compared with the answer sheet of every other examinee. Eight detection indices were developed and distributions were run for possible operational use in making future judgments regarding examinees who were actually suspected of copying. Covariance analyses between samples indicated statistical but not practical significance, and consequently it was judged that any one of the samples could serve the purposes of operational detection as well as either of the other two. Empirical troyout of the indices against known and admitted copiers gave some results which permitted the elimination of three of the indices from further use. Practical considerations removed a fourth, and further statistical study eliminated two others. The remaining two have been in successful operational use at Educational Testing Service for more than two years. (Author)

ED 069 688 TM 002 139

Veldman, Donald J. McNemar, Quinn

In Defense of the Chi-Square Continuity Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—OEC-6-10-108

Note—4p.; Presented at the American Psychological Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Goodness of Fit, *Measurement Techniques, *Research Methodology, Speeches, *Standard Error of Measurement, *Statistical Analysis, Technical Reports, Test Bias

Published studies of the sampling distribution of chi-square with and without Yates' correction for continuity have been interpreted as discrediting the correction. Yates' correction actually produces a biased chi-square value which in turn yields a better estimate of the exact probability of the discrete event concerned when used in conjunction with the usual tables of significant chi-square values for one degree of freedom. Data from a computer simulation demonstrate the validity and importance of using the continuity correction for chi-square with one degree of freedom. (Author)

ED 069 689 TM 002 140

Orost, Jean H.

Effects of Age and Familiarity of Examiner on Test Performance; A Draft.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-29

Pub Date Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Examiners, Grade 3, Grade 6, Individual Tests, Intelligence Tests, Kindergarten Children, *Measurement Techniques, *Peer Teaching, Performance Tests, Predictor Variables, *Testing

Identifiers—Block Counting (Bussis and Chittenden), Block Sorting (Bussis and Chittenden), Wechsler Intelligence Scale for Children

Three third-grade, three sixth-grade, and three adult female examiners tested 108 kindergarten and third-grade girls, half of whom were familiar to them, on three individually administered measures. No differences in performance on any measure as a function of familiarity were found at either grade level. No differences by examiners of different ages were noted on the numerical test, while differences in favor of the third-grade examiners were found on the classification test ($p = .07$, n.s.) and on the Wechsler Intelligence Scale for Children (WISC) vocabulary subtest ($p = .01$). The effects of interpersonal and task-related variables were discussed, along with implications for peer instruction. (Author)

ED 069 690 TM 002 141

Lewis, Michael McGurk, Harry

The Evaluation of Infant Intelligence: Infant Intelligence Scores—True or False?

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-32

Pub Date Jul 72

Note—17p.; A draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Infants, *Intelligence Tests, *Intervention, Measurement Instruments, *Predictive Ability (Testing), Program Evaluation, *Research Methodology, Test Reliability, Tests, Test Validity

Identifiers—Bayley Scales of Infant Development, Peabody Picture Vocabulary Test

Infant intelligence from birth until the age of two was measured to determine the usefulness of infant intelligence tests. Twenty infants were tested regularly over the two-year period. Results showed neither simple nor other long-term patterns of interrelationship among the infant intelligence scores obtained. The study concludes that the concept of general intelligences does not apply to the infancy period and intelligence tests should not, therefore, be used to judge the effectiveness of intervention programs. (DJ)

ED 069 691 TM 002 142

Passmore, David L.

Objective Measurement in Occupational Education.

Pub Date May 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, Individual Tests, *Mathematical Models, Measurement Techniques, Occupational Tests, *Predictive Ability (Testing), Statistical Analysis, Technical Reports, Test Construction, *Test Validity, *Vocational Education

Identifiers—Rasch Model

The model for educational measurement developed by George Rasch, a Danish psychometrician, is reviewed and its application to occupational educational testing discussed. The Rasch model is an adaptation from the theory of latent trait analysis. According to it, answering an item correctly is a function of the difficulty of the item and the ability of the person being tested. The raw scores serve as the basis for estimating the scale of ability. The author concludes that the properties of the Rasch analysis suggest solutions to a number of measurement problems in occupational engineering including developing and equating alternate forms of a test and estimating and interpreting changes in trainee performance. The item-free characteristics of this measurement model may allow the development of individually tailored tests. (DJ)

ED 069 692 TM 002 143

Passmore, David L.

A Study of the Usefulness of Weighting Test Item Responses.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—15p.; Part of the fellowship program, "Preparing Researchers in Vocational Education"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, Bibliographies, *Discriminant Analysis, *Item Analysis, *Job Satisfaction, *Predictive Measurement, Questionnaires, *Research Methodology, Statistical Analysis, Tables (Data), Technical Reports, Test Interpretation, Vocational Adjustment, Work Attitudes

Identifiers—Minnesota Satisfaction Questionnaire, MSQ

The purpose of this study was to investigate the practicality of multiple discriminant function analysis for deriving item response weights. Item responses on a job satisfaction questionnaire administered to 219 professional workers and 242 semi-skilled customer workers were analyzed. Discriminant functional analysis was conducted on the total sample. Respondents were then randomly assigned to one of two subsamples. Two different discriminant function analyses were then undertaken to maximize group differences in each of the samples. Inconsistency of the results indicates that weights so derived are not generalizable to an independent sample from the same population. Though an increment in predictive efficiency of 11% might be realized with the differential weighting system, the veracity of the increment is doubtful due to the failure of the differential weighting system to cross-validate. Investigating other weighting techniques, such as latent trait measurement models, empirical techniques for weighting each multiple-choice alternative of a test item, and confidence weighting, is suggested. (DJ)

ED 069 693 TM 002 144

Shafro, Michael

Cluster Analysis by Linear Contrasts.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETS-RB-72-35

Pub Date Aug 72

Note—26p.; A draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Classification, *Cluster Analysis, Cluster Grouping, *Correlation, Data Analysis, Factor Analysis, *Models, *Research Methodology, *Statistical Analysis, Tables (Data), Technical Reports

Identifiers—IICA, Interactive Intercolumnar Correlation Analysis

The purpose of this paper is to suggest a technique of cluster analysis which is similar in aim to the Interactive Intercolumnar Correlation Analysis (IICA), though different in detail. Two methods are proposed for extracting a single bipolar factor (a "contrast component") directly from the initial similarities matrix. The advantages of this general approach are that: (a) It helps avoid certain misclassification problems inherent in IICA; (b) It is related in a straightforward way to conventional techniques of multidimensional scaling and therefore allows a unified treatment of dimensional and "typal" structures; and (c) It provides an interesting solu-

tion to the problem of relations among linear contrasts based on different subsets of the stimuli. (Author/DJ)

ED 069 694 TM 002 145

Pedri, Bonnie Pedrini, D. T.
Intelligent Intelligence Testing.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Culture Free Tests, Evaluation Criteria, Intelligence Differences, *Intelligence Quotient, *Intelligence Tests, Measurement Instruments, Measurement Techniques, *Racial Discrimination, Technical Reports, *Testing, Test Interpretation
Identifiers—Rosenthal Effect

Intelligence tests should be used to help persons; they should not be used to penalize persons. Furthermore, our focus should be on treatment; it should not be on labeling. IQ testers often stigmatize young children and poor persons (children, adolescents, adults). Large groups of Black Americans, Spanish Americans, and Indian Americans are probably mis-classified as to ability because of a differential society and culture. This paper attempts to develop a better understanding of tests and testing. If intelligence testing is to continue, it should be done intelligently. But the time, effort, and money could be better spent in treatment procedures: developmental, corrective, remedial, educational, vocational, personal, social. (Author)

ED 069 695 TM 002 146

Boldt, Robert F.

Anchored Scaling and Equating: Old Conceptual Problems and New Methods.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-28; ETS-RDR-72-73-2

Pub Date Aug 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Admission Criteria, Aptitude Tests, Competitive Selection, Equated Scores, Grade Equivalent Scales, Guidance, Personnel Selection, *Predictive Measurement, *Research Methodology, *Statistical Analysis, Technical Reports, *Test Interpretation

Identifiers—College Board Admissions Testing Program, Graduate Record Examinations, SAT, Scaling, Scholastic Aptitude Test, Vertical Equating

This paper describes several situations in which generalization of statistical results is not possible by representative sampling but which is attempted using corrections for selection of groups. The situations include hiring, admissions, differential classification, guidance, test score equating, and test score scaling. Evidence of inaccuracies of the assumptions underlying the corrections is adduced. The Pearson equations which rest on these assumptions are mentioned as a basis for scaling and equating procedures in existence. An alternative approach is suggested, and its application to anchored equating, vertical equating, scaling, and equating with mixed essay and objective material is described. The alternative approach consists of a principle for choosing objective functions whose optimization would lead to a selection of conversion constants for equating. The principle is that equal equating test scores should be associated with equal reported scores on the average. Constrained optimizations are suggested where policy considerations so indicate. (Author)

ED 069 696 TM 002 147

Mickey, Donald L. Lawrence, Bryan E.

An Evaluation of the Open Campus Policy at Interlake Senior High School.

Bellevue Public Schools, Wash.

Pub Date 17 May 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Dining Facilities, *Educational Objectives, Evaluation Methods, *Experimental Programs, High School Students, Measurement Techniques, *Open Education, *Program Effectiveness, Questionnaires, Seniors, Student Attitudes, Student Evaluation, Tables (Data), Teacher Attitudes, Technical Reports
Identifiers—Interlake Senior High School

An Open Campus policy was put into effect on a trial basis at Interlake High School, Bellevue, Washington, during the 1971-1972 school year.

Under this policy students were allowed to leave the campus during the lunch period and, with certain restrictions, during other periods in the day. The collection of data was focused by questions stated by the Superintendent of Schools and guidelines for evaluation set up by the Interlake High School Parent, Student, and Faculty Advisory Council. Survey instruments were distributed to determine the observations, attitudes and feelings of various school and community groups in regard to (1) the program as a whole, (2) the questions stated by the Superintendent, and (3) the objectives stated by the Advisory Council. Data as to related expenditures, student academic performance, and attendance were collected, and representatives of the Bellevue Police Department were contacted. This report includes the questionnaire questions and responses and other data. The conclusion was that the open campus policy was very successful. The effects on the majority of students, faculty, parents, and businesses appear to have been beneficial, and there appear to have been no major problems created. A drop in lunchroom receipts is to be considered in perspective. (Author/DJ)

ED 069 697 TM 002 148

Horne, Eleanor V., Ed.

Test Collection Bulletin.

Educational Testing Service, Princeton, N.J.

Pub Date Jul 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Tests, Attitude Tests, *Bibliographies, Bulletins, *Catalogs, *Measurement Instruments, National Competency Tests, Perception Tests, Psychological Tests, Questionnaires, Rating Scales, *Resource Materials, *Tests, Test Selection

Identifiers—Project Head Start

This is a quarterly digest of information on tests located in the test collection of Educational Testing Service. In addition to the extensive library of tests and other measurement devices, it also includes a special Head Start test collection established to provide information about instruments for those engaged in research or project direction involving young children. New Acquisitions include sections on achievement; common examinations; specialty examinations; personality, interest, attitudes and opinions; and miscellaneous, sensory motor, unidentified. A second section reports announcements received related to tests. A third section reports testing programs for 1972-1973, reporting the test, administration, and contact persons for each. The final section gives addresses of publishers and organizations whose materials and services are mentioned in the Bulletin. (DJ)

ED 069 698 TM 002 149

Dunn, James A.

The Investigation of Children's School Anxiety: A Theory, Procedure, and Results.

Pub Date 69

Note—11p.; Presented in Symposium at Western Psychological Association Meeting (Vancouver, British Columbia, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Bibliographies, Educational Improvement, Factor Analysis, Intermediate Grades, Measurement Techniques, *Personality Assessment, Predictive Measurement, *Psychological Patterns, Psychometrics, Questionnaires, Rating Scales, Speeches, Statistical Analysis, *Test Construction, Test Reliability, *Tests, Test Validity

Identifiers—Bergan Scoring Procedure, California Achievement Test, RBAS, Response Bias Adjustment Scale, School Anxiety Questionnaire

The design of a school anxiety questionnaire is described. The model predicts a maximal relationship between anxiety and performance when type of anxiety potential, type of stress, and type of behavior are in parallel. The test, developed with intermediate school children, is a five scale 105 item multiple choice questionnaire with responses on a 5-point Likert scale. It is administered to children in their classroom with the teacher absent. Instructions are read aloud at 5 second intervals by a tape recorder. The student marks his response on a mark sense sheet for data processing. Three hundred and twenty student responses were factor analyzed using a principal axis factor with a normalized varimax rotation. To examine factor structure stability over

age, data for third and sixth grade subjects were factored separately and their rotated structures compared using Kaiser's coefficient of factor stability. In spite of their brevity the SAQ Anxiety scales reflect adequate levels of reliability and have predictive validities that are in theoretically meaningful directions, are of a magnitude not commonly reported, and are generally replicable, both across age groups and across studies. (DJ)

ED 069 699 TM 002 150

Fremer, John And Others

Student Involvement in Test Development.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-TDR-72-3

Pub Date May 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Students, *Educational Improvement, Interviews, *Measurement Techniques, *Physical Education, Questionnaires, Rating Scales, Student Evaluation, *Student Participation, *Test Construction, Testing, Tests

Identifiers—Advanced Placement Studio Art Examination, College Board Achievement Tests in Mathematics, Cooperative Tests and Services Health Tests, National Assessment of Educational Progress, Undergraduate Program Physical Education Test

This report reviews the issue of student involvement in test development and presents summaries of instances of student contributions to tests and testing programs. The report goes on to describe a study in which a preliminary version of the Undergraduate Program Physical Education Test was administered on an experimental basis to a group of students majoring in physical education. These students evaluated a number of aspects of the draft test via a questionnaire and provided further reactions in interviews conducted by the authors. The responses of the students are analyzed and general themes identified. Suggestions are offered regarding future attempts to involve students in the test development process. (Author)

ED 069 700 TM 002 151

Livingston, Samuel A.

Verbal Overload in Achievement Tests.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Grant—OEG-2-7-061610-0207

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Factor Analysis, Grade 8, Junior High School Students, Measurement Techniques, Multiple Choice Tests, Performance Tests, *Reading Ability, Reading Level, Research Methodology, *Social Studies, Statistical Analysis, Technical Reports, *Test Construction

Identifiers—Dale Chall Formula for Reading Difficulty, SCAT, School and College Ability Tests, Sequential Tests of Educational Progress, STEP

A social studies achievement test made up of items rewritten in simplified language was compared with a test containing the same items in their original form by administering the two tests to the entire 8th grade class of a suburban junior high school near Baltimore. The results showed only slightly higher scores for students taking the simplified test. Differences among the items in estimated reading difficulty were not associated with differences in actual response difficulty. The findings were interpreted to mean that most students who know enough to answer a test item can also read well enough to understand it. (Author)

ED 069 701 TM 002 153

Centra, John A.

Self-Ratings of College Teachers: A Comparison with Student Ratings.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-33

Pub Date Jul 72

Note—22p.; A draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, College Students, *Evaluation Methods, *Faculty Evaluation, Measurement Techniques, Natural Sciences, Questionnaires, Rating Scales, *Self Evaluation, *Student Evaluation, Teacher Education

College teachers' self-ratings were investigated in this study by comparing them to ratings given by students. The sample consisted of 343 teaching faculty from five colleges; these teachers, as well as the students in one of their classes, responded to 21-item instructional report questionnaire. Correlating teacher responses to each item with the mean class responses (across the 343 classes) disclosed a modest relationship between the two sets of evaluation: a median correlation of .21 for the items. In addition to the general lack of agreement between self- and student evaluations, there was also a tendency for teachers as a group to give themselves better ratings than their students did. Comparisons between student and faculty responses were also made across items, and a rank correlation of .77 indicated a good deal of similarity in the way the two groups rank ordered the items. Discrepancies between individual teacher ratings and ratings given by the class were further analyzed for: (a) sex of the teacher (no difference found), (b) number of years of teaching experience (no difference), and (c) subject area of the course (differences noted for natural science courses vs. those in education and applied areas). Among other conclusions, the results of this study would argue for the collection of student ratings to supplement self ratings. (Author)

ED 069 702 24 TM 002 154

Emrick, John A.

The Experimental Validation of an Evaluation Model for Mastery Testing. Final Report.

Massachusetts Univ., Amherst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-O-A-063

Pub Date Nov 71

Grant—OEG-1-71-0002

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Cognitive Measurement, Item Analysis, *Mathematical Models, Measurement Techniques, Research Methodology, *Test Construction, *Test Validity

The validity of an evaluation model for mastery testing applications was investigated. Three variables were tested in an experiment using 96 third grade subjects—amount of training, number of alternates in an item, and number of items. The concept hierarchy involved an orderly progression from a concept involving one relevant of three varying dimensions through two relevant of four varying dimensions (concept 2) to four relevant of six varying dimensions (concept 3). This established the basis for computing mastery evaluation cut rules on the basis of the model. Reliable differences occurred for training level and for concept difficulty, but not for test length or item types. The results of the validity analysis were, in general, favorable to the model. It is thus concluded that the proposed model is reasonably valid. This evidence could be used as a basis for a demonstration or experimental implementation of the model in an educational environment that uses mastery evaluation procedures. (DJ)

ED 069 703 TM 002 155

Pyrzack, Fred, Jr.

Objective Evaluation of the Quality of Multiple-Choice Test Items.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-C-013

Pub Date Jun 72

Grant—OEG-3-71-0109

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Evaluation, *Item Analysis, Measurement Techniques, *Multiple Choice Tests, Statistical Analysis, Test Construction, Testing, *Test Validity

The basic objective of the study was to determine the validity of four new indices of item quality. Three of these were based on analyses of differential, empirical weights for item choices, and the fourth was designed to measure the relative attractiveness of distracters. A secondary objective was to ascertain the validity of the conventional discrimination indices. To attain these objectives, multiple-choice items designed to vary in quality with respect to nine common item-writing principles were prepared. The quality of each item was rated independently by three judges, and the average of their ratings was used as the

criterion to determine the validity of the indices. The special test items were administered to a sample of college undergraduates, and the five indices were computed on the basis of their responses. The data were analyzed, and the conventional discrimination index was found to be a moderately valid measure of item quality. The weighted combination of the new indices also appeared to be valid. Because all of the new indices did not operate in the way expected, however, it is suggested that further research on them is necessary before they are considered for practical use in test-construction projects. (Author)

ED 069 704 TM 002 156

Robinson, Paul

Contingent Systems of Instruction.

Pub Date 72

Note—15p.; Paper Presented at the Rocky Mountain Psychological Association Convention (1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Literature Reviews, *Motivation Techniques, *Permissive Environment, Positive Reinforcement, *Program Effectiveness, Reinforcement, Speeches, Testing, *Testing Programs

Identifiers—Contingencies, Personalized System of Instruction, PSI

The objective of the report was to emphasize the importance of classroom contingencies on academic achievement. A study is reported where an introductory psychology class of 253 subjects was divided into four groups. Using a Latin Square design an intraclass analysis of the effects of test frequency (weekly vs monthly) and contingency grading (test scores count or do not count toward the students' grade) is presented. Whether tests do or don't count toward grades was found to be a much more significant variable on academic achievement than test frequency. In the last half of the report the author presents a review of teaching methodology research showing no significant difference in academic achievement due to differing teaching procedures. Three different conclusions from this literature are presented to explain why educators are moving away from a more objective, highly structured instruction to more permissive approaches. A fourth conclusion of the literature is proposed to support the author's contention that education's move toward more permissive, non-structured classes is not the route to better student development. (Author)

ED 069 705 TM 002 157

Stricker, Lawrence J. And Others

Trait Interrelations in Implicit Personality Theories and Questionnaire Data.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ETS-RB-72-27

Pub Date Jul 72

Note—40p.; A Draft: Portions presented at APA Meetings (Miami, Fla., Sept., 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Factor Analysis, Females, High School Students, Individual Characteristics, *Measurement Techniques, *Personality Assessment, Personality Tests, *Personality Theories, Psychometrics, Questionnaires, Research Methodology, Seniors, Statistical Analysis, Technical Reports, Testing, Tests, *Test Validity

Identifiers—Minnesota Multiphasic Personality Inventory, MMPI, Monte Carlo Procedure, Psychopathic Deviate Scale

This study's aim was to assess the validity of naive subjects' implicit personality theories, the correspondence among the theories, and the influence of social desirability on them. High school girls classified the items from the MMPI Psychopathic Deviate scale into clusters representing different traits. These clusters agreed closely with the factors obtained in previous factor analyses of self-reports to these items and were highly similar for individual subjects. Desirability was substantially related to the clusters, but generally did not mediate their correspondence with the factors or each other. These results indicate that the lay theories possessed validity as well as communality and that desirability had a distinct but limited involvement with the theories. (Author)

ED 069 706 TM 002 158

Gulliksen, Harold

Looking Back and Looking Ahead in Psychometrics.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-72-8

Pub Date Jul 72

Note—30p.; Paper presented at the spring meeting of the Psychometric Society (Princeton, N.J., March, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bayesian Statistics, *Bibliographies, Factor Analysis, *Historical Reviews, Learning Theories, *Measurement Techniques, *Psychometrics, Rating Scales, Speeches

Identifiers—Differential Aptitude Tests

A presentation of the 40-year history of psychometrics is given with comments about needed trends for the future. Computers have radically changed the time required for data processing. In testing, many promising developments, such as Kristof's reliability for vector variables, latent class and latent structure models, one-factor ration scale in testing and Bayesian procedures, are still largely in the theoretical field. Interest in scaling did not become important until Messick applied methods previously developed to attitude scales in 1956. Multidimensional scaling techniques have recently been utilized in a number of research areas and applied fields. Factor analysis theories are reasonably well developed. Applications to aptitude tests have been made, but have been only sketchily used in other fields in which they would be extremely valuable, such as economics, sociology, and physiology. In the field of mathematical learning theory, work needs to be done for individual learning curves and in comparing various stochastic and continuous models. Quantitative psychology has moved a long way in 40 years. (DJ)

ED 069 707 TM 002 159

Diamond, James

Bayesian Statistics: A Place in Educational Research?

Pub Date [64]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, Educational Research, Newsletters, *Prediction, *Probability Theory, *Research Methodology, *Statistical Analysis

The use of Bayesian statistics as the basis of classical analysis of data is described. Bayesian analysis is a set of procedures for changing opinions about a given phenomenon based upon rational observation of a set of data. The Bayesian arrives at a set of prior beliefs regarding some states of nature; he observes data in a study and then modifies his beliefs into posterior probabilities. The computational vehicle for determining posterior probabilities based upon observed data and prior beliefs is Bayes' theorem. Because of the problem of putting numerical values on prior information, the value of Bayesian ideas might ultimately be in the clarification of the classical approach rather than in substituting one for another. Application of the procedure to the concept of personal probability is used as an example of how the technique might apply to education. (DJ)

ED 069 708 TM 002 160

Ayala, Armando Vatsula, John

Area III Valley Intercultural Report; 1970-71 Final Evaluation Report.

Placer County Office of Education, Auburn, Calif.

Pub Date 15 Sep 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Evaluation Criteria, Evaluation Techniques, Grade 1, Kindergarten, *Measurement Techniques, Mexican Americans, Program Effectiveness, *Program Evaluation, *Spanish Speaking, Test Construction, Testing, *Tests

Identifiers—Area III Valley Intercultural Program, DRV Bilingual Test, Elementary Secondary Education Act Title VII, ESEA Title VII

Evaluation of a bilingual-bicultural education program indicates that significant progress was made in enabling all students to function equally well in both Spanish and English, in providing

basic coping skills, and in developing the basis for a pluralistic society. The program included 210 kindergarten and first-grade children consisting of equal numbers of Anglo and Mexican-American children. A bilingual testing instrument was developed in English and in Spanish to assess progress. Five instructional objectives measured indicated that growth was greater for Spanish-surnamed in all categories. Recommendations suggested in-service training for teachers in teaching Spanish concepts in Spanish, hiring a Spanish model resource teacher, review of art work for the portion of the test matching men and animals to environments and review of performance objectives. A copy of the test is included in the appendix. (DJ)

ED 069 709 TM 002 161

Irvine, David J. Stewart, Alan D.
Measuring the Performance of School Districts.
New York State Education Dept., Albany.
Pub Date 22 Jun 72
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Educational Objectives, Elementary Grades, Elementary Schools, Elementary School Students, *Evaluation Criteria, *Evaluation Techniques, Measurement Techniques, *Performance Criteria, *School Districts, School District Spending, Tables (Data), Technical Reports
Identifiers—New York State, Performance Indicators in Education (PIE), Pupil Evaluation Program

A Performance Indicators in Education program has been developed in New York to serve both local and State needs. The performance of a school or school district may be defined as the difference between its actual output and its expected output. To obtain an equation for computing expected output, the academic status of students and a number of nonschool variables are analyzed. By entering a particular district's data on the variables used in the equation, an expected score is computed. If a district's actual score is higher than its expected score, the district is doing better than expected with the students it has and the conditions under which it operates. If a district's actual score is lower than its expected score, it is doing less well than expected. Using this rationale, performance scores for reading and arithmetic at the elementary school level were computed for 630 school districts in New York State. The results, along with various kinds of descriptive data, are reported on a set of tables showing the district's percentile rank on each variable and the relation between actual and expected scores on eight output measures. (Author/DJ)

ED 069 710 TM 002 162

Eason, Gary Crawford, Patricia
The Measurement of Socio-Economic Status: A Technical Note.

Toronto Board of Education (Ontario). Research Dept.
Pub Date Feb 69
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Elementary Grades, Kindergarten, *Measurement Instruments, *Socioeconomic Status, Statistical Data, *Test Construction, Test Reliability, *Test Validity

Identifiers—Blishen Socio Economic Index, Warner's Index of Social Class

A review of the socioeconomic status (SES) concept was conducted to determine whether an already established index could be used in Toronto's Study of Achievement of children from kindergarten through the elementary grades. The examination of the SES concept and the results of analyses concerning the applicability of the Blishen Socio-Economic Index are presented. The results indicated that Blishen's index was suitable for the Study of Achievement sample population since (1) it was constructed using Canadian data and (2) the results of preliminary regression analyses established that income and education were the two variables sufficient to construct a scale for SES. Appendix A presents an outline of Warner's Index of Social Class because its general methodology has been useful in the construction of SES indices. Appendix B presents five statistical tables and Appendix C presents the detailed procedures used to establish validity between Blishen's index and the Study of Achievement sample. (Author/JS)

ED 069 711 TM 002 163

Constructing and Using Achievement Tests: A

Guide for Navy Instructors.

Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Report No.—NAVPERS-16808-B

Pub Date 71

Note—109p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 433-578/20)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, Essay Tests, Grading, Identification Tests, *Manuals, *Performance Tests, Scoring, Teaching Guides, *Test Construction, Testing, Test Interpretation, Weighted Scores

This revised manual has been designed to be used by Navy instructors in shore-based schools, training afloat, and components of the Naval Reserve as a guide for the construction and use of achievement tests. The seven chapters cover: 1. Navy Training and Achievement Testing; 2. Performance and Identification Tests; 3. Written Tests; 4. Administration of Tests; 5. Scoring Tests and Grading Students; 6. Interpretation of Test Results; and 7. Weighting and Combining Test Scores. (JS)

ED 069 712 TM 002 164

D'Costa, Ayres G.

OVIS—A Non-Predictive Device.

Association of American Medical Colleges,

Washington, D.C.

Pub Date 72

Note—3p.; Paper presented at American Personnel and Guidance Association Convention (1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Counseling Services, *Criterion Referenced Tests, Measurement Instruments, Occupational Choice, Occupational Guidance, Self Evaluation, Test Interpretation, *Test Reliability, Tests, *Test Validity, *Vocational Counseling, *Vocational Interests

A brief description of the Ohio Vocational Interest Survey (OVIS) is presented. This instrument was designed to facilitate vocational exploration rather than prediction. In this criterion-referenced instrument, the OVIS items are brief descriptions of activities, designed to represent a certain occupational cluster and/or criterion. A scale score is interpreted as an individual's current index of interest in a particular area of work. The OVIS attempts to provide a rational method of vocational self-description. The resulting OVIS profile is interpreted mainly on an idiographic basis. High and low interests can be rank ordered, initial individual counseling approaches in terms of the relationship between measured and expressed interests can be indicated, and percentiles and stanines can be shown. It is felt that the OVIS has a definite counseling use. Its two main objectives are to facilitate career exploitation and vocational and educational decision-making. It is noted that the OVIS should be used in conjunction with other instruments. (JS)

ED 069 713 TM 002 165

Wilson, Clark L. And Others

A Manual for Use in the Preparation and Administration of Practical Performance Tests.

Office of Naval Research, Washington, D.C.

Psychological Sciences Div.

Report No.—NAVPERS-91961

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Job Skills, *Manuals, *Military Personnel, *Performance Tests, Scores, Scoring, Skill Analysis, Task Analysis, Task Performance, *Test Construction, *Testing

Identifiers—Navy

The purpose of this manual is to help Navy division officers, petty officers, and instructors build, use, and understand practical performance tests. Methods for testing men's ability to perform practical jobs are described in order to determine what they can actually do in meeting the requirements of their ratings, billets, or school training programs. Chapters are included on: (1) where and how to use performance tests advantageously, (2) deciding what to use for test tasks and an overview of the various types of performance tests, (3) "final product" performance tests, (4) "checklist" performance tests, (5) the

construction and use of "examinee recorded" performance tests, and (6) how tests should be given and what to do with the test scores that have been obtained. The test construction chapters each contain an explanation of the type of test task to use, recording procedure, scoring methods, and suggestions on writing instructions for the examiner and examinees. (Author/JS)

ED 069 714 TM 002 166

Sheehan, Mary A. Kobler, Frank J.

The Loyola Sentence Completion Blank for Clergymen: Construction and Validation.

Pub Date 6 May 72

Note—7p.; Paper presented at Midwestern Psychological Association meeting, (44th, May 6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clergymen, Interpersonal Relationship, Job Satisfaction, Measurement Instruments, *Priests, *Psychological Evaluation, Self Concept, *Test Construction, Testing, Test Interpretation, *Test Reliability, *Test Validity, Vocational Adjustment

It was hypothesized that a reliable and valid measure of the psychological adjustment of clergymen could be obtained by constructing a sentence completion test. The items were designed to measure the following six areas: (1) self-perception, (2) interpersonal relations, (3) psychosexual maturity, (4) priesthood, (5) Church-faith, and (6) job satisfaction. A 72-item test was constructed and administered to 115 priests. The protocols were judged using an empirically based scoring manual. The results indicated that the r's for reliability ranged from .84 to .96, and the bisectional r's ranged from .62 to .86 for validity, thereby supporting the hypotheses. (Author)

ED 069 715 TM 002 167

Karma, Kai

Investigations into the Instructional Process: V. Experiences with the Bellack Classification System.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date Jan 72

Note—19p.; Research Bulletin No. 30

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, Classroom Communication, *Codification, Grade 3, Grade 4, Grouping (Instructional Purposes), Instruction, Instructional Programs, *Student Teacher Relationship, Teacher Role, Teaching Methods, Testing, *Test Interpretation, *Test Reliability
Video- and sound-tape recordings of 96 lessons in one Finnish school were analyzed using the Bellack Classification System. The lessons were composed of Finnish, arithmetic, civics, drawing, religion, and music for Grades 3 and 4. During the coding process, it was found that the Bellack system was not very suitable for describing instruction at the elementary level. Consequently, the system was modified. Results are presented for the following categories: pedagogical moves; logical, instructional, rating, and extralogical substantive meanings; and cycles. The results indicated that the teacher's role that emerged was rather similar to Bellack's description. However, differences were found in the results for the pupil's role. (JS)

ED 069 716 TM 002 168

Gilberts, Richard A. Sherman, Marcella

Evaluating the Counseling Interview—A Model.

Santa Clara County Office of Education, San

Jose, Calif. Center for Planning and Evaluation.

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Behavior Change, Cognitive Development, Counseling Effectiveness, Counseling Goals, Counselor Characteristics, Data Analysis, *Evaluation, Evaluation Techniques, Guidance Objectives, Interviews, Literature Reviews, *Models, Non-directive Counseling

A model for evaluating the counseling interview is presented. It is felt that this model is both comprehensive and systematic in that it relates the kinds of parameters that appear in the counseling literature to the processes and outcomes of counseling. The three process dimensions that are presented include the client, counselor, and milieu factors. Several research articles which illustrate specific variables in terms of the three process dimensions and their interactions are cited. A categorization of counseling outcome

dimensions is provided. The outcome dimensions include affective and cognitive reorganization and behavior change. In order to relate counseling processes to counseling outcomes, a rationale which applies multiple linear regression techniques using process variables to account for variance in specific, counseling outcomes is described. A checklist of process and outcome variables is provided to aid the evaluator in selecting parameters to include in the evaluation of a specified counseling program. (Author)

ED 069 717 TM 002 169
Balthazar, Earl E.

Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded. A System for Program Evaluation and Development. Section 1: The Scales of Functional Independence. Part Four: Workshop and Training Manual.

Pub Date 71

Note—28p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Ill. 61820 (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Change, Behavior Problems, Eating Habits, *Guidelines, Independent Study, Institutionalized (Persons), *Manuals, Measurement Instruments, *Mental Retardation, Performance Factors, Performance Tests, Professional Personnel, *Program Development, Retarded Children, Scoring, Self Care Skills, *Task Performance, Testing, Test Reliability

This manual discusses general training procedures and describes the workshop method for the functional independence scales of the Balthazar Scales of Adaptive Behavior (BSAB). General training procedures include guidelines for self-instruction for the professional or assistant, instructor and special equipment required. The suggested workshop program outline includes a general introduction to Section 1 (the functional independence scales) of the BSAB, specific programs to follow for the Eating, Dressing, and Toileting scales, and a comprehensive survey of administering, scoring, and purpose of these scales. Rater agreement, use of motion picture films and audiovisual tapes, application of reliability data for training purposes, and rater agreement and reliability coefficients from Eating, Dressing, and Toileting scale studies are also included. (JS)

ED 069 718 TM 002 170
Balthazar, Earl E.

The Balthazar Scales of Adaptive Behavior. Measures of Program Development for the Severely and Profoundly Mentally Retarded. Section 1. Skills of Functional Independence. Part Three: Program Scoring Form.

Pub Date 71

Note—7p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Ill. 61820 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Behavior Rating Scales, Data Sheets, Demography, Institutionalized (Persons), *Measurement Instruments, *Mental Retardation, Program Development, *Records (Forms), Retarded Children, Scoring, Self Care Skills, Tests

The scoring form for functional independence skills for the mentally retarded includes a section for recording subjects' demographic characteristics as well as tests used, date administered, and raw score. Other sections provide for a brief description of the program being used, an item scoring sheet for the Eating Scales (dependent feeding, finger foods, spoon and fork usage, and drinking), an eating checklist (self-service, assistive devices, type of food, positioning, rate of eating, advanced utensil usage, and supervision), Dressing Scales (male and female article/activity, for example, putting on shoes), and Toileting Scales (a toileting questionnaire record sheet and a night-time supplementary toileting sheet). (JS)

ED 069 719 TM 002 171

Balthazar, Earl E. *And Others*
Behavioral Changes in Eating Skills in Severely and Profoundly Mentally Retarded Groups.
Central Wisconsin Colony and Training School, Madison, Wis.

Pub Date Apr 70

Note—25p.; Monograph Supplement, Volume 7

Available from—Bureau of Mental Retardation, Dept. of Health and Social Services, Madison, Wisconsin 53704

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Behavior Change, *Behavior Rating Scales, *Eating Habits, *Institutionalized (Persons), Measurement Instruments, Measurement Techniques, *Mental Retardation, Program Development, Reinforcement, Self Care Skills, Testing, Tests

An attempt was made to develop programs to improve eating behaviors, with a secondary emphasis on dressing and toileting skills, in profoundly and severely mentally retarded subjects. The purpose was to modify and improve the eating behaviors of institutionalized individuals and to systematically measure changes in these behaviors. The subjects were 78 6-to-26-year-old institutionalized persons. Form I of the Central Wisconsin Colony Scales of Adaptive Behavior was used to provide pre- and posttest data. Treatment was defined generally as the application of reinforcement principles. Nursing care personnel applied behavioral modification techniques and provided a general supportive milieu. It is concluded that although the experimental and control groups were not adequately matched, the findings were positive, that is, overall, experimental groups showed more improvement than control groups, and were tangibly supported by the data. (Author/JS)

ED 069 720 TM 002 172

Balthazar, Earl E.

Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded. A System for Program Evaluation and Development. Section 1: The Scales of Functional Independence. Part Two: Handbook for the Rater Technician.

Pub Date 71

Note—63p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Ill. 61820 (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Behavior Rating Scales, Check Lists, Eating Habits, Graphs, *Manuals, *Mental Retardation, Program Evaluation, Qualifications, Scoring, *Self Care Skills, *Subprofessionals, Supervisors, Test Construction, Test Interpretation

This handbook provides a general introduction for the rater technician which includes information on working with the more severely mentally retarded and the purpose of the Balthazar Scales of Adaptive Behavior (BSAB). Technician qualifications, methodology, and general rating procedures are also discussed. The use of pre-base-line, base-line, and retest studies and relations with project supervisors or program coordinators are suggested. A section on graphs is included, for example, graphing and diagramming scores, starting the graph, graphs representing program development, and documenting and stockpiling programs. The design, materials, and preparation for the Eating Scales are presented along with item definitions, a supplementary eating checklist, procedure, and scoring. For the Dressing Scales, the design, materials, procedure, standard clothing list, instructions, and steps for dressing and undressing, and scoring are provided. Design, materials, procedure, and scoring for the Toileting Scales are also presented. (JS)

ED 069 721 TM 002 173

Balthazar, Earl E.

Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded. A System for Program Evaluation and Development. Section 1: The Scales of Functional Independence: Eating-Drinking Scales, Dressing-Undressing Scales, Toileting Scales. Part One: Handbook for the Professional Supervisor.

Pub Date 71

Note—68p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Ill. 61820 (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Development, *Behavior Rating Scales, Data Collection, Definitions, Eating Habits, Equipment, Evaluation Techniques, Graphs, *Manuals, *Mental Retardation, Observation, *Professional Personnel, Program Evaluation, Self Care Skills, *Test Construction, Tests

The purpose of this manual is to serve as a guide for the professional supervisor of the Scales of Functional Independence of the Balthazar Scales of Adaptive Behavior (BSAB-I). The BSAB-I is based upon intensive and extensive observations of the eating, dressing, and toileting behaviors of the ambulant severely and profoundly mentally retarded, and may be applied to institutional day care settings and to individuals in clinical centers in the community. Included in this handbook are sections on the limitations and development of BSAB-I. Descriptions are provided for the Eating, Dressing, and Toileting Scales, including their design, necessary materials, and procedure. Other sections are devoted to the use of BSAB in programming (use of program staffing committees; pre-base-line, base-line, and retest studies; use of control groups; supplementary equipment; documentation and records; and coding systems), graphic study of the data (variable and fixed profile patterns, grouping the subjects, program examples), program evaluation (pretesting effects, evaluation of alternative experimental programs, limitations of experimental procedures and safeguards, definition of adaptive behavior reliability), and performance tables. (JS)

ED 069 722 TM 002 174

Test Analysis Manual.

Escambia County School Board, Pensacola, Fla. Evaluation Services.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Evaluation, Evaluation Methods, Information Processing, Instructional Programs, *Item Analysis, *Manuals, Performance Tests, *Services, Standardized Tests, Student Evaluation, *Testing, Tests

This manual has four purposes. They are: (1) to list test analysis services available to teachers, (2) to explain information on the analysis printouts, (3) to provide help in interpreting analysis results, and (4) to suggest possible uses of test analysis data. It is noted that test analyses services are available to teachers for teacher-made tests and surveys if standard answer sheets are used, as well as for some standardized tests. Any one or all of the following services may be selected: (1) class performance analysis, (2) item analysis, (3) frequency distribution, and/or (4) response analysis. It is felt that by using the data generated, teachers will be helped in planning instruction, in evaluating student progress, and in improving test items. (Author)

ED 069 723 TM 002 175

Rookey, T. Jerome

Correlates of Achievement in an IPI School.

Research for Better Schools, Inc., Philadelphia, Pa.

Report No.—RBS-72-5-3

Pub Date Jul 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Affective Behavior, Attitudes, Cognitive Development, Creative Ability, *Grade 5, *Individualized Instruction, Individualized Programs, Language Arts, Mathematical Concepts, Multiple Regression Analysis, *Programed Instruction, Self Concept, Socioeconomic Background, Statistical Analysis, Test Interpretation, *Tests
Identifiers—Commonwealth of Pennsylvania, Pennsylvania Questionnaire, Stanford Achievement Test

An attempt was made to determine what factors relate to achievement in language arts, mathematics, and certain attitudes in an individualized programmed instruction school. A total of 87 fifth grade pupils were tested both in the Fall and Spring using the Commonwealth of Pennsylvania's Pennsylvania Questionnaire and the Stanford Achievement Test. These data as well as pupil socioeconomic data were used to form a correlation matrix. The data were then subjected to a stepwise multiple regression routine using various posttests as the dependent variable. The results indicated that for the Stanford test data, the achievement continuum was consistent and significant, and suggested that there is a need for a greater emphasis on pupil creativity in language arts. For arithmetic, the general achievement level in the Fall was less important to Arithmetic Application than to Concepts or Comprehension; the Creative Ability test figured prominently in all three subtests while the Crea-

tive Attitude test played a minor role. For non-Stanford data, academic achievement seemed to be a necessary correlate for Creative Ability but not for Creative Attitude; self-concept was influenced mainly by affective rather than cognitive variables, and attitude toward school measured slightly with everything. A total of 18 multiple regression tables are included. (JS)

ED 069 724 TM 002 176

Rubin, Donald

Estimating Causal Effects of Treatments in Experimental and Observational Studies.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-39

Pub Date Aug 72

Note—33p.; Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Control Groups, Definitions, Evaluation Methods, Evaluation Techniques, *Experimental Groups, Matched Groups, Measurement Techniques, *Models, Observation, Research Design, *Research Methodology, *Statistical Analysis, Testing

Matching, randomization, random sampling, and other methods of controlling extraneous variation are discussed. The purpose was to specify the benefits of randomization in estimating causal effects of treatments. It is concluded that randomization should be employed whenever possible, but the use of carefully controlled non-randomized data to estimate causal effects is a reasonable and necessary procedure in many cases. (Author)

ED 069 725 TM 002 177

Klein, Stephen P.

Ongoing Evaluation of Educational Programs.

Pub Date 5 Sep 72

Note—12p.; Paper presented at American Psychological Association Convention (Honolulu, Hawaii, September 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Aristotelian Criticism, *Criterion Referenced Tests, Educational Objectives, *Educational Programs, Evaluation Criteria, Evaluation Methods, Measurement Goals, *Norm Referenced Tests, Objective Tests, *Program Evaluation, *Test Construction, Test Interpretation

Three distinctions are usually made between norm- and criterion-referenced measures. They are: (1) their measurement forms, that is, student performance in relation to the performance of other students or with respect to some specific criterion; (2) general or specific kinds of objectives in which the measures are founded; and (3) their modes of construction, that is, reliance upon items that differentiate among students or items that reveal degree of mastery on a given objective. The results of examinations of how both kinds of measures are actually constructed and used, however, indicate that these kinds of distinctions are misleading and can weaken the overall value of the evaluation effort. It is recommended that, for evaluation purposes, the essential difference between norm- and criterion-referenced measures should not be viewed as an intrinsic measurement difference but rather as a question of the interpretation of that measurement's results. With respect to ongoing evaluation, it is suggested that both norm- and criterion-referenced interpretations are needed for such diverse purposes as (1) identifying program components needing improvement, (2) identifying students needing special attention, (3) providing the basis for accountability systems, and (4) determining whether a program is being implemented as planned. It is concluded that unless both kinds of interpretations are made, realistic evaluations cannot be made. (Author)

ED 069 726 TM 002 178

Siegel, Arthur I. Bergman, Brian A.

Nonverbal and Culture Fair Performance Prediction Procedures: I. Background, Test Development, and Initial Results.

Applied Psychological Services, Inc., Wayne, Pa. Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Jun 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, Annual Reports, Aptitude, Caucasians, Cultural Disadvantage, *Culture Free Tests, Enlisted Men, Factor Analysis, Negroes, *Nonverbal Ability, On the Job

Training, Performance Tests, *Predictive Ability (Testing), Questionnaires, *Test Construction, Test Results, Tests of Significance

Identifiers—Navy

This report presents the logic and initial results of a program for the development of unique measures for assessing the potential of "low aptitude" personnel for certain Navy ratings. The logic is based on the conjecture that recruits who can learn a sample of the job requisites in a mini on-the-job training situation will demonstrate the same ability on the job. This is held to apply regardless of the recruit's low score on the usual classification tests. The initial and criterion tests are described and the correlations among the mini job learning test results and the usual Navy predictors are given, and the relationship of the derived cultural deprivation scores both to the usual Navy classification tests and the job learning tests is presented. (Author)

ED 069 727 TM 002 179

Thomas, P. J.

The Relationship between Navy Classification Test Scores and Final School Grades in 98 Class "A" Schools.

Naval Personnel and Training Research Lab., San Diego, Calif.

Pub Date Apr 72

Note—73p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-741 688, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Academic Performance, *Comparative Analysis, Correlation, *Enlisted Men, Grades (Scholastic), Measurement Instruments, *Military Schools, *Predictive Ability (Testing), Scores, Test Construction, Testing

Identifiers—Basic Test Battery, BTB

The Basic Test Battery (BTB), a tool in the Navy's enlisted classification system, was developed to predict performance in Navy schools. Men scoring well above the minimum selection scores are expected to demonstrate greater school success than those who are assigned to the schools with minimum or waived scores. This study attempted to determine if the BTB is meeting this goal and if the findings of similar reports covering earlier time periods hold true for recent samples. (Author)

ED 069 728 TM 002 180

Helmstadter, G. C.

A Comparison of Traditional Item Analysis Selection Procedures with Those Recommended for Tests Designed to Measure Achievement Following Performance Oriented Instruction.

Pub Date Sep 72

Note—16p.; Paper presented at American Psychological Association Convention (Honolulu, Hawaii, September 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Comparative Analysis, *Criterion Referenced Tests, *Discriminant Analysis, Instructional Design, *Item Analysis, Measurement Techniques, Performance Criteria, Performance Factors, *Test Construction

Several alternative indexes of item usefulness were empirically compared. They were: (1) item discrimination based on high and low groups on a postinstructional measure, (2) shift in item difficulty from a pre- to a postinstruction measure, and (3) item discrimination based on pre- and posttest performances. A typical classroom final examination was administered to 28 students on their first day in a multivariate statistics course and again at the end of the term. The results, using the various indices, indicated that shift in item difficulty from pre- to postinstruction yielded data significantly more similar to the pre-post discrimination index than did the high-low group posttest discrimination index. It is recommended that the conceptually more ideal pre-post instruction discrimination index be used even when instruction is not performance oriented. (Author/JS)

ED 069 729 TM 002 181

Olkin, Ingram

Testing and Estimation for Structures which are Circularly Symmetric in Blocks.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETS-RB-72-41

Pub Date Aug 72

Note—21p.; Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Models, *Structural Analysis, Testing

In this report, the circularly symmetric model is extended to the point where the symmetries are exhibited in blocks. In addition, it is shown how maximum likelihood estimators (MLEs) and likelihood ratio tests (LRTs) can be obtained. The circularly symmetric model is reviewed and it is shown how MLEs and LRTs can be obtained by reducing the model to a canonical form. The various ways of generating the extended model (blocked circularity) are discussed. It is noted that a reduction to a canonical form is possible for the block circular case. Hypotheses representing block versions of sphericity, intraclass correlation, circular symmetry, and a general matrix are presented. Also, shown are likelihood ratio tests and their approximate null distribution for testing symmetric structures and tests for means given that the covariance matrix is circular. (JS)

ED 069 730 TM 002 182

Freeberg, Norman E. Reilly, Richard G.

Validation of a Test Battery for Youth-Work Training Program Enrollees. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Spons Agency—Greater Chester Movement, Chester, Pa.; Mercy-Douglas Hospital, Philadelphia, Pa. Neighborhood Youth Corps Project.

Report No.—ETS-RM-72-11

Pub Date Aug 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Attitude Tests, Cognitive Tests, Correlation, *Criterion Referenced Tests, Data Analysis, Disadvantaged Youth, Dropout Programs, Negro Youth, Performance Tests, *Predictive Ability (Testing), *Questionnaires, Research Methodology, Tests, *Test Validity, Trainees, Work Experience Programs

Identifiers—*Enrollee Test Battery

Correlations between the Enrollee Test Battery (ETB) and performance on more conventional tests were examined to determine the ETB validity, in addition to a small-scale study of predictive validity of both ETB and the conventional tests. Three types of paper and pencil measures were utilized: the ETB, conventional cognitive skills tests, and scales of criterion questionnaires. There were 23 tests in all. The study sample consisted of 74 (29 males and 45 females) predominantly black high school dropouts, between 14 and 17 years of age, who were enrolled in two Neighborhood Youth Corps Out-of-School projects. Answers to the criterion questionnaires were obtained from 44 of the enrollees six months after they had left the program. Predictive validity for the tests was examined by correlating each of the 23 tests scores with factor scores derived from the questionnaire criterion scales for each of the three criterion samples—Program Completion, Post Program (Employed), and Post Program (Not Employed). Levels of concurrent validity for the ETB was determined from intercorrelations between the 17 tests of that battery and the 6 conventional cognitive skill measures. That matrix was also factor analyzed. Results of the study show that measures of the ETB, which was designed specifically for use with disadvantaged adolescents, appear fairly coherent and logical in their patterns of relationships with each other and with conventional cognitive skills tests. (DB)

ED 069 731 TM 002 183

Wight, Albert R. Doxsey, James R.

Measurement in Support of Affective Education.

Interstate Educational Resource Service Center, Salt Lake City, Utah.

Pub Date Jan 72

Note—41p.

Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Data Collection, Learning Processes, Measurement Instruments, *Measurement Techniques, *Performance Tests, *Program Evaluation, *Student Evaluation, Tests

General concerns and considerations regarding measurement in affective education, primarily, measurement to support the student in his learning program and the teacher as a facilitator of learning, are explored. The following topics are discussed: (1) Accountability (of the schools for

achievement of affective goals of education), (2) Purpose of Affective Measurement (the collection of data for decision making), Grading (affective measurement not to be used to establish grades), (3) Conditions versus Outcomes (identify conditions that contribute to affective growth and development, and construct measures to assess the extent to which these conditions are present), (4) Measurement in Support of Learning (measurement should be responsive to changes in objectives and the learning program), (5) Quantitative versus Qualitative Data (measurement that interferes with verbal feedback and interaction should be avoided), (6) Norm-, Criterion-, or Objectives Referenced Performance Data (for measurement of affective outcomes, objectives referenced measurement is preferred to criterion-referenced measurement), (7) Program and Curriculum Evaluation, (8) Instruments and Measurement Techniques, and (9) Problems and Constraints. Appendixes present Definition of Terms; Examples of Organizing Systems, Attributes, and Behaviors; and An Outline of Affective Goals of Education. (For related documents, see TM 002 184-186.) (DB)

ED 069 732 TM 002 184
Wight, Albert R.

Beyond Behavioral Objectives.

Interstate Educational Resource Service Center,
Salt Lake City, Utah.
Pub Date Nov 71
Note—20p.

Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Behavioral Objectives, Data Collection, Educational Objectives, Evaluation Criteria, *Measurement Techniques, *Performance Tests, *Student Evaluation, Student Participation

Some of the problems and arguments related to behavioral objectives are examined, and a modified approach to objectives and measurements that, it is hoped, will be acceptable to both behaviorists and humanists is suggested. The following reasons for opposition to behavioral objectives are explored: (1) meaningful objectives are often discarded because of difficulty in stating them as measurable outcomes; (2) there is confusion of the indicator with the objective; (3) emphasis is on the indicator rather than the goal; (4) there are restrictions on teacher strategy and measurement; (5) pre-determined tasks result in negative student attitude, and (6) measurements exclude self-evaluation and responsibility. An alternative program in which objectives and measurements are treated separately offers the following advantages: (1) objectives can be expanded and defined as necessary for clarification; (2) objectives relevant to student interest are more appealing; (3) measurements are quite likely to be more relevant and less aversive to students; (4) it is easier to see the relationship between the measurement and the objective; (5) objectives do not restrict the teacher or student in selection of learning strategies; (6) more flexibility is allowed in measurement; and (7) opportunities can be capitalized on more easily. (For related documents, see TM 002 183, 185-186.) (AL)

ED 069 733 TM 002 185
Wight, Albert R.

Affective Goals of Education.

Interstate Educational Resource Service Center,
Salt Lake City, Utah.
Pub Date Nov 71
Note—81p.

Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Educational Objectives, Human Development, Learning Processes, *Psychomotor Objectives, Research Reviews (Publications)

The affective domain in education, with particular reference to goals and objectives, is described. Following a brief discussion of the affective, cognitive, and psychomotor domains, the report focuses on non-cognitive goals and objectives. The report proper contains four sections: (1) an overview of general goals and objectives found in the education literature; (2) a discussion

of learning and adaptation; (3) what the mental health, personality, and creativity literature tells us about the healthy, effective, fully functioning, self-actualizing, creative person; and (4) an analysis of key words used in stating objectives. (For related documents, see TM 002 183-184, 186.) (DB)

ED 069 734 TM 002 186
Wight, Albert R.

Toward a Definition of Affect in Education.

Interstate Educational Resource Service Center,
Salt Lake City, Utah.
Pub Date May 72
Note—22p.

Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Educational Objectives, *Psychomotor Objectives, School Responsibility, Self Actualization, Student Development, Taxonomy

A model for expansion of educational objectives beyond the usual narrow focus on low-level cognitive abilities and the transmission of facts is suggested. A brief definition of the three domains—psychomotor (doing), cognitive (thinking), and affective (feeling)—is given, and it is pointed out that affect (Feelings) is present with either cognitive or psychomotor activity. The two dimensions of experience (positive or negative) are related to the responsibility of educators to provide positive experience for the student by building on what is meaningful to the individual student. Krathwohl, Bloom, and Masia's classification of affective objectives is then briefly discussed in relation to the two dimensions of experience. The dynamic aspects of the self are discussed and presented in a taxonomy of affective behavior. The objects of affect frequently found in education are listed as (1) Self, (2) Others, (3) Society, (4) Learning, (5) Work, (6) Leisure Time, (7) Aesthetics, (8) The Natural World, and (9) Life. The need to determine what characteristics are important or essential to the well being of the individual and society and the behaviors associated with these characteristics, as well as the conditions and kinds of experiences necessary for their development, are pointed out. The implications of the model for education are that schools need to focus less on controlling the student and more on helping him develop self-direction and self-control. (For related documents, see TM 002 183-185.) (DB)

ED 069 735 TM 002 187
Bernstein, Margery R.

Right to Read Evaluation; Mamaroneck Public Schools 1971-1972.

Mamaroneck Public Schools, N.Y.
Pub Date 14 Jun 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Elementary Grades, *Evaluation Methods, Intermediate Grades, *Program Evaluation, Reading Comprehension, Reading Interests, *Reading Tests, Student Attitudes, Tables (Data), Test Results
Identifiers—*Right to Read

The Right to Read program was begun as a result of three elements which came together in July 1971: (1) concern with Mamaroneck's total reading program induced by studies of group test results; (2) a mandate which gave an additional 110 minutes weekly to be devoted by every teacher to the reading program; and (3) an administrative workshop which selected the program for emphasis during the 1971/1972 school year. Objectives for the program were delineated and students were chosen for the program on the basis of low or discrepant test scores and a willingness to participate. Evaluation of the program was based on the following measures: reading comprehension scores (pre- and post-tests on the Metropolitan Achievement Tests—comprehension section only for grades 1-8, and the Mamaroneck Reading Attitude and Interest Inventory), attitude inventory, and qualitative data. The data showed that all but one group made progress; reading comprehension level was raised; pupil attitude showed no measurable change; parents and children were favorably disposed to the program; but teachers' reactions indicated little enthusiasm for the program. Included in the report are sample test responses. The appendices contain the various test score tables. (AL)

ED 069 736 TM 002 191
Cogan, Eugene A. Lyons, J. Daniel
Frameworks for Measurement and Quality Control.

Human Resources Research Organization, Alexandria, Va.
Report No—HumRRO-PP-16-72
Pub Date Jul 72

Note—16p.; Presentations at New York University First Annual Training in Business and Industry Conference, New York, March 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Job Analysis, *Measurement, *Performance, *Personnel Selection, *Quality Control, Recruitment, Training Objectives, Work Simplification

Two presentations are offered on frameworks for measurement and quality control in business and industry. The first paper states that in making a job performance evaluation, anything that can be specifically defined can be measured. However, to develop a testing program that is both useful and cost-effective, it must be known who will make what decision, using the obtained measurements. Analysis and interpretation of the particular purpose and setting are needed. Feedback data show how improved decisions can produce dollar gains far beyond the cost of developing and employing measurement. In the second paper, the essential elements of a quality control system are illustrated, including: (1) training objectives or performance requirements, (2) proficiency and diagnostic measures, (3) data reductions and analysis, (4) procedures for decision and corrective action, (5) communication procedures, and (6) managerial support. It is shown that training goals must be defined in terms of measurable on-the-job performance. (Author/LH)

ED 069 737 TM 002 192
Larsson, B.

An Experimental Study of the Efficiency of Human Information Processing.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.
Report No—R-35
Pub Date Jul 72
Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bayesian Statistics, *Cognitive Processes, Hypothesis Testing, Information Processing, *Mathematical Models, *Measurement Techniques, *Neurological Organization, Sampling, Statistical Analysis

An experimental study of the efficiency of human information processing is based on the Bayesian model for simple hypothesis testing with fixed binomial sampling. Each of 60 subjects is analyzed with separate ANOVAs focusing on two efficiency variables. Sample size and critical value are also analyzed. Subjects show very different utilization of the independent variables diagnosticity, prior probability and loss, both for their choices and their efficiency of the choices. Giving a part of the experiment as a group test generates similar efficiency results. Efficiency does not seem to be related to intelligence. Final comment connects the experiment with the lens model. (Author/LH)

ED 069 738 TM 002 193
Reilly, Richard R. Jackson, Rex

Effects of Empirical Option Weighting on Reliability and Validity of the GRE.

Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-38
Pub Date Aug 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, Factor Analysis, *Graduate Study, *Scoring, *Test Reliability, *Test Validity, Verbal Tests, *Weighted Scores
Identifiers—*Graduate Record Examinations

Item options of shortened forms of the Graduate Record Examination Verbal and Quantitative tests were empirically weighted by two variants of a method originally attributed to Guttman. The first method assigned to each option of an item the mean standard score on the remaining items of all subjects choosing that option. The second procedure assigned the mean score on a parallel form of all persons choosing the option. When compared with formula scores, it was found that scores generated with the empirical weights were more reliable but less valid when correlated with undergraduate grade-point average (GPA). Test

homogeneity was increased through empirical option weighting, and factor analysis revealed large increases in variance accounted for by the first factor. Examination of the actual weights assigned to each option revealed that the weight for omit in most cases differed considerably from the weight which would be assigned under the usual formula score assumptions. It was suggested that the weighting procedures used tended to capitalize on omitting behavior which, although a highly reliable tendency, may actually be negatively related to the GPA criterion used. (Author)

ED 069 739 TM 002 194

Medley, Donald M. Quirk, Thomas J.
Race and Subject-Matter Influences on Performance on General Education Items of the National Teacher Examinations.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-43

Pub Date Sep 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*General Education, *National Competency Tests, Negro Culture, Performance, *Racial Factors, *Standardized Tests, Subculture, *Teacher Evaluation

Identifiers—*National Teacher Examinations

Race and subject-matter influences on performance on the National Teacher Examinations (NTE) were assessed in a study of the effects of changes in content of so-called general education items designed to reflect contributions of black and "modern" subcultures. The test used in the study was a 65-item subtest of the NTE designed to measure candidates' knowledge of subject-matter content in the areas of social studies, literature, and fine arts, sometimes called the general education subtest. Original and replication studies were made and showed consistently the impact on relative performances of black and white candidates that relate to decisions about relative numbers of black, modern, and traditional items included in the NTE. The results leave little doubt that black candidates tend to possess a different set of knowledge than white candidates, and that these differences have little to do with conventional subject-matter areas. (LH)

ED 069 740 TM 002 195

Broward County Senior Test Results in Public and Private Schools.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date [72]

Note—20p.; Research Dept. Report No. 46

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Aptitude Tests, Comparative Analysis, High School Students, Performance, *Private Schools, *Public Schools, Seniors, Standardized Tests, *Student Evaluation, *Test Interpretation, Verbal Ability

Identifiers—Broward County Schools, Florida

Seniors in Broward County (Florida) public and private high schools were compared on the basis of 1970-1971 statewide test results, with comparisons made of how well students were achieving in terms of their capabilities as measured by the verbal and quantitative aptitude sections of the statewide battery. Some of the findings were that: 1) Achievement in English and science was essentially the same among public and private school seniors; 2) Private school students with superior verbal and quantitative aptitude scores did better than equally able public school students on the social studies test and the math test; 3) Public school students with low aptitude scores did better in each area; 4) Students with average aptitude did about the same in both types of schools. Comparisons were also made with scores of students attending a specific public high school, Nova High School, which had been the subject of a Ford Foundation study, and the Nova students generally did better than the private students. In all, the findings did not indicate any major differences between the test scores of public and private school seniors. Graphs illustrating the findings comprise half of the report. (Author/LH)

ED 069 741 TM 002 196

Evaluation of Innovative Schools: OCDQ Results for Fifth-Year Teachers, 1970-1971.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date Apr 72

Note—12p.; Research Dept. Report No. 53

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Classroom Design, Conventional Instruction, Educational Innovation, Environmental Influences, *Evaluation Methods, Learning Motivation, *Measurement Instruments, *Open Plan Schools, *Questionnaires, School Design, Teacher Attitudes, Traditional Schools

Identifiers—Broward County Public Schools, Florida, *Organizational Climate Description Questionnaire

A random sample is reported of fifth-year teachers from conventional schools and from open or innovative schools who completed the Organizational Climate Descriptions Questionnaire (OCDQ), administered anonymously, which measured subjective rather than objective dimensions. The instrument is interpreted as being primarily a measure of teacher morale. Report results appear to indicate a more positive organizational climate in conventional schools, with morale among fifth-year teachers in open-space plants tending to be lower than morale among fifth-year teachers in the school system as a whole. However, it noted that drawing causal conclusions from the report would be premature, since factors such as overcrowding may have contributed more to the findings than did anything common to innovative plants and programs. (Author/LH)

ED 069 742 TM 002 197

Evaluation of Innovation Schools: Research Questionnaire Tabulations for Fifth-Year Pupils and Teachers, 1970-1971.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date Apr 72

Note—45p.; Research Dept. Report No. 54

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Comparative Analysis, Conventional Instruction, Educational Innovation, *Evaluation, Factor Analysis, Grade 5, *Open Plan Schools, *Questionnaires, School Design, *Student Attitudes, *Teacher Attitudes, Traditional Schools

Identifiers—Broward County Public Schools, Florida

Fifth-year pupil and teacher attitudes and opinions in innovative and conventional school plants during the 1970-1971 school year are contrasted. Teachers' educational backgrounds are also compared. The most significant finding of the study was that very few teachers in innovative plants favored a return to traditional school plants or self-contained classrooms. In spite of dissatisfaction with a variety of things, the overwhelming majority rejected a return to conventional plants and teaching methods. Other findings included: 1) Fifth-year teachers in innovative schools tended to be less experienced than teachers in conventional schools; 2) Almost 40% of the fifth-year teachers in traditional plants did not teach one class in a self-contained situation; 3) The majority of fifth-year teachers in traditional plants worked or planned in some sort of team or semi-team situation; 4) About 75% of the innovative teachers, less than 50% of the conventional teachers, and very few of the students in either type of school felt that discipline was too easy; 5) Teachers' and pupils' responses agreed that noise was more of a problem in innovative schools; and 6) Greater acceptance and implementation of individualized approaches to instruction in innovative schools were indicated. (Author/LH)

ED 069 743 TM 002 198

Evaluation of Innovative Schools: Student Achievement, 1970-71.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date Apr 72

Note—24p.; Research Dept. Report No. 55

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Comparative Analysis, Conventional Instruction, *Educational Innovation, Elementary Grades, *Evaluation, *Open Plan Schools, Primary Education, Racial Factors, School Design, Sex Differences, Student Ability, Traditional Schools

Identifiers—Broward County Public Schools, Florida

Third-, fifth-, and eighth-grade pupil achievement test results in the 1970-71 school year are contrasted in terms of types of school plants, with those schools that had been in operation in a

recently constructed school plant for at least one year grouped as "Innovative." Differences in ability levels of pupils were taken into account in all the reported analyses. Pupils in innovative plants made their strongest showing at the third-grade level, with boys stronger than girls. White third-grade boys' test results favored conventional schools, black boys, innovative schools. At the fifth-grade level white boys' test scores again favored conventional plants; eighth-year test results generally favored conventional plants for all sex/race groups except black boys. Correlation is drawn between the test results and the length of time the fifth-year pupils had attended school in the county school system. Causal interpretations of the findings are dependent upon further analysis of the data and on future longitudinal studies to reduce the speculative elements involved in accepting data-based hypotheses about the programs' effectiveness. (Author/LH)

ED 069 744 TM 002 199

Keeler, Emmett

Planning School Desegregation: A Working Note. Final Report.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—RAND-WN-7768-1-HEW

Pub Date Aug 72

Note—80p.; Paper presented at the annual meeting of the American Educational Research Association, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Elementary Schools, *Bus Transportation, *Cost Effectiveness, Costs, Data, Elementary Schools, Expenditure Per Student, *Integration Methods, *Mathematical Models, Models, Negroes, *Research Methodology, Secondary Schools, Statistical Analysis

Identifiers—Portable Classrooms

A methodology for busing to achieve school desegregation is described. Two different approaches are proposed: a student interracial contact score and a quota method. Travel time and number of children bused are proxies for busing costs. Useful data include travel time, school capacity, and student residences for each region and level of school. A higher ceiling on individual travel time allows greater balance within the area. For example, when contiguous districts are added, busing 25% of the students can achieve 95% desegregation with a 45-minute upper limit as opposed to 90% with a 35 minute upper limit. Portable classrooms are not very helpful nor is splitting schools into smaller grade spans. For the sample city, cost of raising desegregation from 41% to 85% was \$16 million (\$25 per student). The critical factor in reducing costs is the greater use of each bus by shorter trips and an efficient system of staggering school starting hours. Alternatives to daily busing are described. (DJ)

ED 069 745 TM 002 200

Blai, Boris, Jr.

Simple Statistics - Summarized!

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Apr 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Correlation, Hypothesis Testing, *Mathematical Logic, Probability Theory, Reliability, *Research Methodology, Standard Error of Measurement, *Statistics, Technical Reports

Statistics are an essential tool for making proper judgement decisions. It is concerned with probability distribution models, testing of hypotheses, significance tests and other means of determining the correctness of deductions and the most likely outcome of decisions. Measures of central tendency include the mean, median and mode. A second important class of descriptive statistics is measures of variability described by the standard deviation. Inferential statistics estimates what a total set of measures would be like on the basis of a sample. The standard error of the mean is a statistic that indicates an estimate of the reliability of the sample mean. The t-ratio is the ratio of the expected difference in a set of scores to the obtained difference. This can also be interpreted in relation to the normal curve. The coefficient of correlation is a measure showing the relationship of measurements on one set of variables to the measurements on another set of variables. Two variables can be highly correlated without being causally connected. (DJ)

ED 069 746

TM 002 201

Porter, John W.

Performance Contracting - Accountability and the Michigan Education Program.

Michigan State Dept. of Education, Lansing.

Pub Date 20 Mar 72

Note—16p.; Presented to the Behavioral Research Laboratories Annual Seminar on Innovation in Education (4th, San Francisco, California, March 20, 1972)

Journal Cit—Redbook Magazine, Feb., 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic

Performance,

*Behavioral Objectives, Compensatory Education Programs, *Educational Accountability, Educational Improvement, Elementary Schools, Evaluation Methods, *Models, *Performance Contracts, Performance Criteria, Program Evaluation, Remedial Reading Programs, Secondary Schools, Speeches, State Aid, *State Programs

Identifiers—Michigan Accountability Model, Texarkana Project

A report on the Michigan project in performance contracting is presented. In contrast to the Office of Economic Opportunity announcement that performance contracting is a failure, the Michigan program has been successful in the initial stage of a major experiment (Texarkana Project). The state legislature has appropriated \$22.5 million for state-local performance pacts and an additional \$500,000 for performance contracts to provide contractual relationships which involve the achievement of specific educational goals before payment is made. Sixty-eight school districts have entered into contractual relationship with the state to deliver guaranteed service. Allocations range from \$7,000 to \$11,800,000. The 1/2 million dollars for experimental performance contracts will be competitively awarded on the basis of proposals from local and intermediate school districts. The six basic steps involved in the educational model are (1) identification of goals by each local school district; (2) development of performance objectives; (3) assessment of student-program needs; (4) analysis of delivery systems; (5) evaluation of programs; (6) recommendations for improvement. (DJ)

ED 069 747

TM 002 202

Cameron, Bernard J. And Others

Operational Evaluation from the Standpoint of the Program Manager.

BioTechnology, Inc., Arlington, Va.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 71

Contract—OEC-0-70-4951(284)

Note—48p.; This is the second of two documents prepared under the contract

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Measurement Instruments, *Operations Research, *Program Evaluation, *Research Methodology, Technical Reports, Test Construction

Identifiers—Belmont Training Programs

The limits, function and procedures of operational evaluation are described. Operational evaluation can only begin once a project activity is underway. Its function is diagnostic but not prescriptive. Basic tasks include specifying objectives, defining criteria, establishing priorities, identifying cost factors, obtaining or developing measurement procedures and tools, and providing techniques to measure side effects. Types of analysis described are means, constraints, formulative, and summative. Effort, efficiency and effectiveness may be evaluated. The Belmont training programs are used to illustrate operational procedures. A section on methodology describes the development of instruments and design tactics. The final section deals with a consideration of problems related to the personnel who conduct operational studies. (DJ)

ED 069 748

TM 002 203

Lord, Frederic M. Stocking, Martha

Automated Hypothesis Tests and Standard Errors for Nonstandard Problems with Description of Computer Package: A Draft.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—ETS-RB-72-42

Pub Date Aug 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Computer Programs, *Electronic Data Processing, *Hypothesis Testing, *Mathematical Models, Research Methodology, *Standard Error of Measurement, Statistical Analysis, Testing, Tests of Significance

A general Computer program is described that will compute asymptotic standard errors and carry out significance tests for an endless variety of (standard and) nonstandard large-sample statistical problems, without requiring the statistician to derive asymptotic standard error formulas. The program assumes that the observations have a multinormal distribution and that the null hypothesis to be tested has the form $\mu = 0$ where μ is some function (to be specified by the user) of means, variances, and covariances. Only minor programming is required to replace either or both of these assumptions. The package performs the automated hypothesis testing and consists of a main program and six subroutines. The package is written in Fortran IV. (Author/ON)

ED 069 749

TM 002 204

Di Vesta, Francis J.

Theory and Measures of Individual Differences in Studies of Trait by Treatment Interaction.

Pub Date Sep 72

Note—18p.; Paper presented at the American Psychological Association Convention (Honolulu, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, Cognitive Measurement, Factor Analysis, *Individual Characteristics, *Individual Differences, *Intervention, *Learning Processes, Personality Theories, *Research Methodology, Speeches, *Testing

Identifiers—Trait by Treatment Interaction, TTI

Research on Trait by Treatment Interaction must become more coordinated. It should include systematic programs by individual investigators as well as those among investigators. Important factors to consider are (1) developing a clearer definition of traits which will include availability and preference as well as aptitude and ability in both the cognitive and non-cognitive domains; (2) analyzing the processes employed by learners in given learning situations rather than of the nominal characteristics of the learning situation itself; and (3) constructing theories of statement describing interlocking relations between traits, processes and environments with the recognition that these function in dynamic ways. (Author/DJ)

ED 069 750

TM 002 205

Stricker, Lawrence J.

Measuring Social Status with Occupational Information: Some Useful Procedures.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—ETS-RM-72-9

Pub Date Aug 72

Note—64p.; A Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Measurement Techniques, *Occupations, Social Characteristics, *Social Differences, *Social Status, Social Structure, *Socioeconomic Influences, Technical Reports, *Test Construction, Testing Problems, Tests

Identifiers—Duncans Socioeconomic Index, Hollingshead Occupational Scale, Subroutine DUNCAN

Two existing measures of occupation that seem to be useful for investigating social status are described and compared. Modifications are suggested on the basis of extensive investigation of the dimensions of social stratification. Hollingshead scale classifies occupations into seven categories. Because the coder must classify unlisted occupations on the basis of general resemblance to available examples, the scale requires judgment. Using it, however, does not require much training. Duncan's Socioeconomic Index, which provides scores for occupations used in the 1950 census, can be used to code occupations directly. Coding is complex and requires much training. Modifications of the Hollingshead scale rearranged the format, reversed the direction of the scores, altered values of businesses and farms to reflect 1971 dollars, and added categories for "No Occupation," "Don't Know," "Not Ascertained," and "Inapplicable." The modification of the Duncan SEI entailed a number of changes in the SED scores, census occupation and industry codes, and coding procedures. (DJ)

ED 069 751

TM 002 206

Gruen, Ronald S.

Prediction of End-of-Year Reading Achievement for First and Third Grade Pupils: An Unpublished Doctoral Thesis.

Pub Date Sep 71

Note—8p.; Ph.D. thesis, The Pennsylvania State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Tests, Correlation, Educational Research, Grade 1, Grade 3, Measurement Techniques, *Predictive Ability (Testing), Predictive Measurement, *Predictor Variables, Psychomotor Skills, Reading Achievement, Reading Readiness Tests, *Reading Tests, Statistical Analysis, Technical Reports, *Tests

This study was designed to select and explore a research battery which, when administered at the beginning of the school year, more adequately and efficiently predicts end-of-year reading achievement than have previously used tests and test batteries. The most powerful predictor tests were designed to provide a more adequate screening device than is currently available for the use of classroom teachers in grouping for reading instruction. A second major purpose of this study was to explore the relative contributions of perceptual-motor and cognitive intellectual ability measures at the first and third grade levels of reading instruction in order to suggest guidelines for instructional emphasis in teaching reading skills. Two hundred and four first grade students and 202 third grade students were divided into validation groups and tested with various combinations of perceptual-motor tests and cognitive-intellectual tests at the beginning of the year. Their scores were correlated with their reading achievement scores at the end of the year with the higher correlations indicating the more effective batteries. Results indicate that perceptual motor tests were better predictors of reading achievement scores for first grade children while cognitive-intellectual tests were better for third graders. (DJ)

ED 069 752

24

TM 002 207

Fletcher, Harold J. Cox, William F., Jr.

Developmental Aspects of Scientific Reasoning: Final Report.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-D-032

Pub Date Sep 72

Grant—OEG-4-72-0019

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Differences, Bibliographic Citations, *Cognitive Development, Deductive Methods, *Developmental Tasks, Educational Improvement, *Educational Research, Elementary Grades, Inductive Methods, *Logic, *Measurement Techniques, Tables (Data), Technical Reports

Two experiments investigated developmental aspects of the two components of scientific reasoning: induction and deduction. In the first experiment, 98 subjects, ages 5 through 11, inductively identified four silhouetted pictures by removing, one at a time and in any sequence, as few covering pieces as possible. Results indicated that: (a) the ability to utilize incomplete information improved with increased age, but with a performance plateau between ages 8 and 11; and (b) the ability to expose information improved with age while the number of verbalized hypotheses remained relatively constant. In the second experiment, 120 subjects, ages 9 through 14, either utilized their own (Master) exposure sequence or followed (slaved) that of an age, sex, and IQ paired subject to inductively identify six, 36-cell symmetrical patterns of X's and O's. Deductive cell predictions improved with increased age and were similarly accurate for both subject groups. For pattern inductions, which also improved with increased age, slaved subjects generally hypothesized earlier, more often, and more correctly with less information than did master subjects. Results are analyzed from cognitive and developmental orientations, and implications are offered for research and educational practices. (Author)

ED 069 753

TM 002 208

Cox, William F., Jr.

Inductive Reasoning—A Literature Review and Empirically Oriented Conceptualization: Appendix A.

132 Document Resumes

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-D-032

Pub Date Jun 72

Grant—OEG-4-72-0019

Note—70p.

Available from—Not available separately (see TM 002 207)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Improvement, *Inductive Methods, *Literature Reviews, *Logic, Logical Thinking, *Models, Scientific Methodology, Stimulus Generalization

This paper reviewed (a) conceptualization, (b) research, and (c) theories of inductive reasoning and, in turn, proposed both a behaviorally-oriented definition and matching process model. The overall conclusion was that, in spite of the pervasiveness and importance of induction as a knowledge generation process, research and theoretical activities indicate diverse psychological conceptualizations. Psychologically oriented definitions of induction reflected original philosophical ambiguities concerning empirical validation of both the nature and evaluation of epistemological processes. Even with attempts to redefine, rename, and subjugate induction to deductive logic, the inferred processes of induction exist in the scientific method, and in problem solving definitions and their models. Giving closure and direction to various conceptualizations, the requirement of stimulus incompleteness was offered as a primary condition for defining induction. A review of research in related areas suggested that stimulus, organismic, and response variables all contribute to what may be considered rule-determining behavior. The proposed model, emphasizing encoding and hypothesizing behaviors, was supported by experimental research findings. An overall implication was that additional, specific research is required prior to constructing a curriculum for reasoning inductively. (Author)

ED 069 754 TM 002 209

Park, James

The Use and Development of Videotape Tests to Assess Achievement of Educational Objectives: Application in Educational Psychology.

Pub Date 72

Note—16p.; Paper presented to the CAPE Conference, Montreal, 1972

Available from—Information Section, Schools Council, 160 Great Portland Street, London W1N 6LL, England (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Audiovisual Aids, College Students, Educational Psychology, Educational Testing, *Empathy, *Group Dynamics, Interaction Process Analysis, *Measurement Instruments, Measurement Techniques, Multiple Choice Tests, Questionnaires, Speeches, Statistical Analysis, Technical Reports, Test Construction, *Testing, Test Reliability, Tests, *Video Tape Recordings, Visual Measures

Identifiers—Corkhuffs Empathy Scale, Saint Sebastian Syndrome

The use of videotape tests is presented. Such tests enable the educator to assess student performance more directly than traditional paper and pencil tests. Test 1 was exploratory. Test 2 was designed to measure empathetic understanding. It contains 16 scenes, each about one minute long, which show five individuals in a group situation. The subject taking the test considers himself the 6th member of the group and responds at the end of each scene (1) to record responses which show a high degree of communication of empathetic understanding, and (2) to select from the five alternatives the response which shows the highest degree of empathetic understanding. Results of the free response version showed an inter-rater reliability of .95. Correlation of the multiple choice version with the Curkhuff Empathy Scale was modest, .56. Test 3 attempted to assess understanding of group dynamics. It demonstrates that some measurement of observational understanding is possible, but is still in the experimental stage. Tests 4 and 5 are experiments in videotape segments used to determine achievement in educational psychology. Although they are not developed enough to report reliability, responses to student questionnaires regarding them indicate the testing method is useful. (DJ)

ED 069 755 TM 002 210

Cornish, Richard D.

Annotated Bibliography of MMPI Research Among College Populations: 1962-1970.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jul 71

Note—16p.; Counseling Center Reports, v5 n2, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *College Students, Comparative Analysis, *Personality Tests, *Predictive Ability (Testing), Psychometrics, Student Evaluation, *Test Validity

Identifiers—*Minnesota Multiphasic Personality Inventory, MMPI

The MMPI continues to be the focus of a large quantity of research. This article offers an aid to persons working with college student populations by annotating recent MMPI research relating to college populations. A total of 49 articles (each categorized in terms of content into one of 10 sections or subsections) were annotated. The Validity of the MMPI includes the following subsections: Concurrent Validity (1) Comparison with other tests (2) Empirical Discrimination between Groups; Predictive Validity (1) Prediction of Performance and Academic Achievement (2) Prediction of Adjustment; Construct Validity (1) Group Differences (2) Studies of Internal Structure (3) Studies of Change Over Occasions. Other sections include Computer and Actuarial Applications, Normative Studies and New Scales. (Author/DJ)

ED 069 756 TM 002 211

Fritz, Kentner V. Cornish, Richard D.

A User's Guide to Scoring and Improving Examinations Using the MERMAC Test Analysis and Questionnaire Package.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Aug 71

Note—17p.

Journal Cit—Counseling Center Reports, v5 n3 August 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Evaluation, Higher Education, *Scoring, Statistical Analysis, *Test Construction, Test Interpretation, Test Results, *Tests

Identifiers—*MERMAC Program

The MERMAC computer program is offered to the University of Wisconsin faculty for use in scoring and analyzing classroom tests. The characteristics of a good test are discussed; examples are given of the output of the MERMAC program; and the results are used to show how the quality of a test may be improved. Although the MERMAC Program is for scoring purposes only, it is suggested that a statistical analysis also be made to give necessary information for test improvement. Several options and levels of service are available. (Author/RS)

ED 069 757 TM 002 212

Fritz, Kentner V. Levy, Lynn B.

Introduction to Computer Managed Instruction and the Automated Instructional Management System.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jun 72

Note—26p.

Journal Cit—Counseling Center Reports, v5 n8 June 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Behavioral Objectives, *Computer Assisted Instruction, *Computer Programs, Curriculum, Educational Diagnosis, Educational Objectives, Evaluation, Feedback, *Individualized Instruction, Pretests, Tests

Identifiers—AIMS, Automated Instructional Management Systems, CMI, *Computer Managed Instruction

Computer Managed Instruction (CMI) uses the computer to collect and process information to meet an increasing demand for individualized instruction. Learning goals are expressed in terms of behavioral objectives for a given curriculum. Student performance is monitored through computer input and feedback; this allows an accurate and frequent check on a student's progress. A pre-test, diagnosis, prescription, and post-test sequence is used to establish objectives and to evaluate performance. The Automated Instructional Management Systems (AIMS) developed at New York Institute of Technology is a CMI

system which emphasizes collection monitoring, student progress, and prescription information. (Author/RS)

ED 069 758 TM 002 213

Bennett, M. Kay

University of Wisconsin - Madison Norms for the Miller Analogies Test.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jun 72

Note—4p.

Journal Cit—Counseling Center Reports, v5 n9 June 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Norms, Scores, Statistical Analysis, *Statistical Data, Tables (Data), *Tests

Identifiers—*Miller Analogies Test, University of Wisconsin

Normative data for the students taking the Miller Analogies Test at the University of Wisconsin-Madison are reported. Separate norms are provided for U.W. students (N=366) and non-U.W. students (N=162). All students were tested in 1969 or 1970 with either Form M or Form L. (Author)

ED 069 759 TM 002 214

Levy, Lynn B. Fritz, Kentner V.

Status Report on the Computer Grading of Essays.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jun 72

Note—14p.

Journal Cit—Counseling Center Reports, v5 n10 June 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition Skills (Literary), *Computers, *Essays, *Evaluation Techniques, *Grading, High School Students, Literature Reviews, Technical Reports

Identifiers—*Page (Ellis)

Writings on the use of computers to grade English compositions are reviewed in this article. A background is given on the work of Ellis Page, whose approach was to quantify the "indicators" of good writing and relate these to human judgments. Endeavors to grade the content as well as the style of student papers are also discussed. (Author/RS)

ED 069 760 TM 002 215

Nolting, Earl

Descriptive Summary of Admission and Freshman Placement Tests Used at the University of Wisconsin-Madison.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Jun 72

Note—11p.

Journal Cit—Counseling Center Reports, v5 n11, Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Admission Criteria, *College Entrance Examinations, College Freshmen, *Measurement Instruments, Scoring Formulas, Student Evaluation, *Student Placement, *Tests

Identifiers—ACT, American College Testing Program, Scholastic Aptitude Test

The significant aspects of tests administered to entering freshmen of the University of Wisconsin-Madison are summarized. Information is provided on 11 instruments which appear on the University of Wisconsin-Madison New Freshmen Profile, 1972 form. The test forms, time limits, number of items, scoring formulas, types of scores, and item content are described. (Author)

ED 069 761 TM 002 216

Wetter, Jack And Others

Functional Analysis of Intelligence Test Performance of Children with Learning Problems.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, *Behavior Problems, *Factor Analysis, Formative Evaluation, Hyperactivity, *Intelligence Tests, *Learning Disabilities, Males, *Psychoeducational Processes, Research Methodology, Retarded Children, Test Results, Verbal Tests

Identifiers—Wechsler Intelligence Scale, WISC

WISC performance of 77 boys with serious school learning problems was analyzed according to three factors hypothesized to reflect functional differences in learning styles. Sub-samples identified as Learning Disordered, Learning Dis-

ordered-Hyperactive, or Educable Mentally Retarded, differed in patterns of subtest scores, although within groups Verbal-Performance I.Q.'s were not significantly different. Attentional difficulties in hyperactive learning disordered children was confirmed. Specification of areas of strength and weakness through the proposed process analysis is suggested as a basis for differentiated remedial program planning. (Author)

ED 069 762 TM 002 217

Baker, Eva L.

Using Measurement to Improve Instruction.

Pub Date Sep 72

Note—8p.; Paper presented at annual meeting of American Psychological Association (Honolulu, Hawaii, Sept., 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, Criterion Referenced Tests, *Instructional Improvement, *Measurement Techniques, Norm Referenced Tests, Objective Tests, Psychometrics, Speeches, Student Evaluation, Teacher Role, *Test Construction, Testing, *Test Interpretation

Identifiers—Domain Referenced Tests

Instructional improvement within the context of criterion-referenced and norm-referenced tests is described. Such categories overemphasize test interpretation rather than design characteristics of achievement tests. Data from most measurement situations may be reported or interpreted either according to criterion- or norm-referenced standards. How the test is developed and what it represents is of critical importance. The paper proposes alternative conceptualizations of test design: construct-referenced, objectives-referenced and domain-referenced. Using student data, the teacher needs to identify deficiencies in achievement, possible explanations, and remedies and to put the remedies into operation. An analysis of the utility of each test type results in the appraisal that domain referenced tests provide the most information for teachers and therefore are the most desirable as data sources for instructional improvement. However, because of lack of knowledge about instruction, poor training in available instructional principles, and lack of resources to encourage changes in instructional habits, it is concluded that instructional improvement, even if measurement considerations were satisfied, is not imminent. (Author/DJ)

ED 069 763 24 TM 002 218

Harris, Margaret L. Harris, Chester W.

Analysis of Dimensions of a Battery of Reference Tests for Cognitive Abilities: Fifth Grade Boys and Girls.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CCL-TR-192

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, *Cognitive Tests, Correlation, *Factor Analysis, Females, Grade 5, Males, Measurement Instruments, Models, Statistical Analysis, Student Evaluation, Tables (Data), *Test Construction, Testing, *Test Results, Tests

Identifiers—Concealed words, Gestalt Completion, Guilford Analysis of Cognition, Guttman's Facet Design, Thurstones Primary Mental Abilities, Verbal Analogies

Three systems for defining general cognitive abilities were analyzed to determine the nature of possible reference tests for cognitive abilities. They are the Guilford analysis of cognition, Guttman's facet design, and the Primary Mental Abilities of the Thurstones. This analysis led to a fourth schema for classifying abilities that deal with cognizing concepts. A battery of 56 tests was developed to study the relationships among the four schemata. Data for the 56 tests were collected on 172 boys and 210 girls who had just completed the fifth grade. Six sets of derived factors, three orthogonal and three oblique, were interpreted. Six clear comparable common factors and one that is fairly clear were obtained for the boys. The six clear comparable common factors appear to represent most closely six of the seven Primary Mental Abilities. The comparable common factor that is fairly clear may be a missing

Primary Mental Ability—Spatial Ability. Five clear comparable common factors obtained for girls appear to be five of the seven Primary Mental Abilities. (Author)

ED 069 764 TM 002 219

Printer-Slotter Operator (paper goods) 651.782—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—USES-TR-S-369

Pub Date Mar 66

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Printer Slotter Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 765 TM 002 220

Production Mechanic, Tin Cans (tinware) 619.380—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—UTES-TR-S-370

Pub Date Nov 69

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metals, Norms, Occupational Guidance, *Personnel Evaluation, *Production Technicians, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Production Mechanics

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 766 TM 002 221

Flexographic Press Man (print. & pub.) I 651.782—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—USES-TR-S-371

Pub Date Aug 66

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Graphic Arts, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Publishing Industry, Test Reliability, Test Validity

Identifiers—Flexographic Press Man, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 767 TM 002 222

Napkin Packager (paper goods) 920.885—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—USES-TR-S-372

Pub Date Mar 66

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Paper (Material), *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Napkin Packagers

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 768 TM 002 223

Engineering Aid (press. & kin.) II 019.281—Technical Report on USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—UTES-TR-S-373R

Pub Date Jun 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Engineering, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Engineering Aid, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 769 TM 002 224
Asparagus Sorter (agric.; can. & preserv.; whole tr.) 529.687 (8-04.10)—Technical Report on Development of USES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USES-TR-S-374. Pub Date Mar 66. Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Agribusiness, Agricultural Laborers, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Asparagus Sorter, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 770 TM 002 225
Lather (const.) 842.781-010—Technical Report on Development of USTES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-375R. Pub Date Jun 70. Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Building Trades, Carpenters, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Lather

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are

established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 771 TM 002 226
Machine Operator, Mass Mailing (clerical) 234.885 (1-25.411)—Technical Report on Development of USES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USES-TR-S-376. Pub Date May 66. Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, Office Occupations, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 772 TM 002 227
Photo-Offset Lithography (print. & pub.) 97—Technical Report on Development of USTES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USTES-TR-S-377R. Pub Date Jun 70. Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, Course Descriptions, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Printing, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Photo Offset Lithography

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 773 TM 002 228
Chemical and Metallurgical Technology-Technical Institute Training 008.— and 011. ——Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USES-TR-S-378. Pub Date Jul 66. Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, Chemical Technicians, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metallurgical Technicians, Norms, Occupational Guidance, *Personnel Evaluation, Post Secondary Education, *Technical Institutes, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 774 TM 002 229
Transportation Agent (air trans.) 912.368—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—USES-TR-S-379. Pub Date Aug 66. Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Workers, Test Reliability, Test Validity, Transportation
Identifiers—Air Transportation Agent, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 775 TM 002 230
Chemical Operator (chem.) III 559.782—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-330-R. Pub Date Jun 70. Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Chemistry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Chemical Operators, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 069 776

TM 002 231

Room Clerk (hotel and rest.) 1-07.60—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-332

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Room Clerks

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 777

TM 002 232

Experimental Assembler (any ind.) 6-78.642—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-333

Pub Date Mar 65

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Experimental Assemblers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which mea-

sure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 778

TM 002 233

Precision Lens Grinder (optical goods) 5-08.071—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-334

Pub Date Mar 65

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Optics, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Optical Lens Grinder

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 779

TM 002 234

Tube-Machine Operator (elec. equip.) 7-00.216—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-335

Pub Date Mar 65

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Tube Machine Operators

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the

job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 780

TM 002 235

Knitting-Machine Operator (knit goods) 4-14.061—Technical Report.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-336

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Knitting Machine Operators

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 069 781

TM 002 266

Moos, Rudolf H. Systems for the Assessment and Classification of Human Environments: An Overview.

Stanford Univ., Calif. Dept. of Psychiatry; Veterans Administration Hospital, Palo Alto, Calif.

Spons. Agency—Commonwealth Fund, New York, N.Y.; National Inst. of Mental Health, Rockville, Md.; Veterans Administration, Washington, D.C.

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Elements, Ecological Factors, Educational Research, *Environmental Criteria, *Environmental Research, *Evaluation Methods, Geography, *Human Engineering, Meteorology, Physical Design Needs, Psychological Design Needs, Reinforcement, *Research Reviews (Publications), Social Environment

Identifiers—Social Ecology Laboratory

The paper presents a summary overview of the major methods by which human environments have been assessed and characterized. Six general types of dimensions are identified: 1) Ecological Dimensions which include both geographical and meteorological and architectural and physical design variables; 2) behavior settings, which are the only units thus far proposed which are characterized by both ecological and behavioral properties; 3) dimensions of organizational structure; 4) dimensions identifying the collective, personal and/or behavioral characteristics of the milieu inhabitants; 5) dimensions related to psychosocial characteristics and organizational climates; and 6) variables relevant to the functional or reinforcement analyses of environments. The six categories of dimensions are non-exclusive, overlapping and mutually interrelated. Their common relevance is that each has been conceptualized and shown to have important effects on individual and group behavior. The overview presented is necessarily incomplete and sketchy but serves to illustrate the broad range of dimensions relevant to this area. Implications for a robust and socially relevant environmental psychology are considered. (Author)

ED 069 782 TM 002 267
Hopkins, Kenneth D., Bracht, Glenn H.
A Longitudinal Study of Constancy of Reading Performance.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Comparative Analysis, Correlation, Educational Research, Elementary Grades, *Grade Equivalent Scores, Longitudinal Studies, Measurement Instruments, *Performance Tests, Reading Comprehension, *Reading Tests, Secondary Grades, *Standardized Tests, Statistical Analysis, Tables (Data), Vocabulary Skills

Identifiers—Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Metropolitan Achievement Tests

The stability of reading performance, as measured by the Metropolitan Achievement Tests, Iowa Tests of Basic Skills, and Iowa Tests of Educational Development, was studied using students in grades 1 through 7 and grades 9 and 11. A reading vocabulary test and a reading comprehension test are included in all three test batteries. The standard scores on the three tests were pooled to obtain a composite reading score for three independent samples of students. Sample I consisted of grades 3-6 and 9 and 11, the number of students varying from a low of 71 (grade 5) to a high of 1,116 (grade 9); Sample II was made up of students from grades 1-7 and grade 9, the number varying from 520 (grade 2) to 1,240 (grade 7); and Sample III contained students from grades 1-6, varying in number from 1,095 (grade 6) to 1,320 (grade 1). Results of the study showed that substantial long-term stability was reflected in both the vocabulary and comprehension tests; grade 1 scores correlated above .5 with all subsequent measures. By the end of the primary grades, students' scores correlated above .70 with all subsequent measures. When the coefficients were correlated for attenuation to allow an estimate of the relationships after errors of measurement on the test were removed, the values were about .10 higher. It is concluded that although reading does not represent temporary maturational status for most pupils, it does have substantial relationship with terminal achievement levels in both reading vocabulary and comprehension. (DB)

ED 069 783 TM 002 268
Lord, Frederic M.
Individualized Testing and Item Characteristic Curve Theory.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-50

Pub Date Nov 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Bibliographic Citations, Bulletins, Evaluation Techniques, *Individual Tests, *Mathematical Models, *Predictive Ability (Testing), Pretesting, Probability Theory, Psychometrics, Research, Scoring Formulas, Statistics, Test Construction, Testing, *Test Validity

Identifiers—*Item Characteristic Curve Theory

An elementary survey of item characteristic curve theory, centered around the problems of individualized (tailored) testing, is presented. Following the introduction, discussions are provided of the following: Test Theory for Itemized Tests; The Guttman Scale; Item Characteristic Curve Theory; An Alternative Model; Specialization, Application, and Evaluation; Pretesting; The Statistical Estimation of Ability; A Simpler Procedure for Estimating Ability; Stochastic Approximation; The Staircase Method for Selecting the Test Questions; Scoring the Answers; Evaluation of Testing Methods; and Relation to Psychophysical Methods. An extensive list of references is provided. (DB)

ED 069 784 TM 002 269
Whitley, Susan E., Dawis, Rene V.

A Model for Psychometrically Distinguishing Aptitude from Ability.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—MU-TR-3007

Pub Date 25 Jul 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Aptitude Tests, College Students, Educational Research, *Mathematical Models, *Measurement Techniques, *Motor Reactions, *Predictive Measurement, *Psychometrics, Research Methodology, Statistical Analysis, Tables (Data), Technical Reports, Test Results, Test Validity

It is now widely agreed that current ability measures reflect a complex interaction of environment with genetic potential. This leads to a basic measurement problem since persons with the same measured ability may vary widely in potential due to non-equivalent learning opportunities. The purpose of this paper is to present a model which may hold some promise in psychometrically distinguishing ability (current status) from aptitude (potential). Data on a simple ability are analyzed according to the model to illustrate how some of the practical problems may be solved. (Author)

ED 069 785 TM 002 270
Tinsley, Howard E. A., Dawis, Rene V.

Test-Free Person Measurement with the Rasch Simple Logistic Model.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—MU-TR-3006

Pub Date 25 Jul 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Identification, College Students, Educational Research, High School Students, Hypothesis Testing, *Mathematical Models, *Measurement Instruments, Statistical Analysis, Tables (Data), Technical Reports, *Test Construction, Testing

Identifiers—*Rasch Simple Logistic Model

This research investigated the use of the Rasch simple logistic model in obtaining test-free ability estimates. Tests employing word, picture, symbol and number analogies were administered to college and high school students. The results show that the Rasch model does not offer an improvement over the use of percentile ranks in estimating individual ability. These results, however, are an artifact of the research design. Shortcomings in the research design, as well as in that used by Wright (1968), are discussed. This paper concludes with the discussion of an appropriate research design for the investigation of this question. (For related document, see TM 002 271.) (Author)

ED 069 786 TM 002 271
Tinsley, Howard E. A., Dawis, Rene V.

An Investigation of the Rasch Simple Logistic Model: Sample-Free Item and Test Calibration.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—MU-TR-3005

Pub Date 25 Jul 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Comparative Analysis, Goodness of Fit, Government Employees, High School Students, Hypothesis Testing, *Intelligence Tests, *Item Analysis, *Mathematical Models, Psychometrics, Research Methodology, Statistical Analysis, Tables (Data), Technical Reports, *Test Construction, *Test Interpretation, Tests

Identifiers—*Rasch Simple Logistic Model

This research investigated the use of the Rasch simple logistic model in item and test calibration. Tests employing word, picture, symbol, and number analogies were administered to college students, high school students, civil service clerical employees, and clients of the Minnesota Division of Vocational Rehabilitation. The results suggest that Rasch item easiness estimates are invariant with respect to the ability of the calibrating sample when an adequate sample is employed. The invariance of the Rasch item easiness estimates was shown to be related to the goodness-of-fit of the items to the Rasch model. The deletion of items with low Rasch probabilities increased the invariance of the Rasch item easiness estimates. Estimates of the amount of ability indicated by the raw scores on a test (ability estimates) were also shown to be invariant with respect to the ability of the calibrating sample for

tests of 25 or more items, even when relatively small samples were employed. (For related document, see TM 002 270.) (Author)

ED 069 787 TM 002 273
Fitzgibbon, Thomas J.

Norm Referenced and Criterion Referenced Tests from a Publisher's Point of View.

Pub Date Sep 72

Note—12p.; Paper prepared for presentation at a Symposium on "The Relative Strengths of Norm Referenced and Criterion Referenced Achievement Tests (Convention of the Amer. Psychological Assn. Honolulu, Hawaii Sep. 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Criterion Referenced Tests, *Measurement Instruments, *Norm Referenced Tests, Objectives

The current popularity of criterion-referencing has been demonstrated in attacks on standardized tests and the increasing use of criterion-referenced instruments in state assessments. Much of the advocacy of the criterion-referenced test, however, seems to be less an illustration of that test's merits than an attack on the supposed deficiencies of the norm-referenced test. It is argued that norm-referenced tests are automatically biased against minorities, "do not help the learner to learn," and are not related to today's curriculum. It is pointed out that while such arguments may be true of some norm-referenced tests, criterion-referencing does not automatically correct such shortcomings. It is also pointed out that both types of tests have a place along the continuum of measurement uses and that publishers must take the lead in developing appropriate instruments for the teacher's use, whether these be called formative, criterion-referenced, or diagnostic. Finally, it is pointed out, the criterion-referenced movement can be a process which forces one to be clear about goals before one starts. (Author/CK)

ED 069 788 TM 002 274
Elashoff, Janet Dixon, Dunbar, Charles R.

Measures of Association.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0252

Pub Date Aug 72

Contract—OEC-6-10-078-9C

Note—51p.; R&D Memo No. 93

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Correlation, *Educational Research, *Measurement Instruments, *Measurement Techniques, Statistical Data

A common problem in educational research is measuring the degree of relationship or association between two variables. Many investigators habitually use Pearson's product-moment correlation coefficient or a transformation of x^2 . In the past two decades, however, a variety of association measures have been introduced in the statistics literature. This report contains a review of available association measures, supplemented by discussion of the several factors involved in selecting a measure of association such as the types of variables (continuous, ranked, ordered) and the type of association expected (linear, monotone, general). Examples illustrate the necessary calculations and provide comparisons among the measures. (Author)

ED 069 789 TM 002 275
Hilton, Thomas L., Berglund, Gosta W.

Sex Differences in Mathematics Achievement—A Longitudinal Study.

Pub Date 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Changing Attitudes, *Grade 5, Growth Patterns, Interests, *Longitudinal Studies, *Mathematics, Questionnaires, *Sex Differences

Identifiers—SCAT Q, STEP Math

With the objective of investigating sex-typed interests as possible causes of differences in mathematics achievement between the sexes, the study made use of longitudinal data from the Growth Study begun at E. T. S. in 1961. Growth in mathematics achievement as measured by STEP Math and SCAT-Q was compared with changing interest patterns as reflected in certain biographi-

cal questionnaire responses. At Grade 5 there were no differences in achievement but thereafter the boys pulled ahead, while parallel differences emerged in the percentage perceiving mathematics as interesting and as likely to be helpful in earning a living. (Author)

ED 069 790 TM 002 276

Thackray, Richard J. And Others
The Color-Word Interference Test and Its Relation to Performance Impairment under Auditory Distraction.

Report No.—FAA-AM-72-14

Pub Date Mar 72

Note—8p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 424, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, College Students, Correlation, Stimuli, *Task Performance, *Tests, *Traffic Control, *Visual Measures
Identifiers—*Stroop Test

The ability to resist distraction is an important requirement for air traffic controllers. The study examined the relationship between performance on the Stroop color-word interference test (a suggested measure of distraction susceptibility) and impairment under auditory distraction on a task requiring the subject to generate random sequences of letters. Fifty male college students served as Ss. Although there was a significant decrease in "randomness" as a result of auditory distraction, the correlation between change in randomness and amount of color-word interference was nonsignificant. These findings, along with those of several other studies, suggest that the Stroop test may measure a rather restricted type of perceptual interference essentially unrelated to a possibly more general ability to maintain concentration in the presence of competing (distracting) stimuli. (Author)

ED 069 791 TM 002 277

McLoughlin, William P.

Education Opinion Inventory.

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Catalogs, Curriculum, *Educational Theories, Individual Differences, Instruction, Instructional Programs, Literary Criticism, *Non-graded System, Organization, Student Evaluation, *Teacher Attitudes

The Education Opinion Inventory was constructed to measure teachers' and principals' (1) knowledge and (2) acceptance of the theoretical foundations of the nongraded school. The items for the Inventory came from a critical analysis of the literature fundamental to the nongraded school movement: (1) individual differences, (2) pupil evaluation and progress, (3) curriculum, (4) instruction, and (5) organization for learning. These areas formed the subdivisions of the Inventory. In all, 104 items were developed for the five areas: individual differences, pupil evaluation and progress, curriculum, instruction, and organization for learning. Since two types of information are required: (1) knowledge and (2) acceptance of theoretical foundations of the nongraded school movement, each item called for two answers. The rationale for the Inventory is: If the Inventory is to assist educators actively engaged in nongraded the school's instructional program, it should isolate for them areas where the staff's knowledge and/or acceptance of the principles involved is such that it is unlikely for this aspect of nongraded to be operative in the instructional program. The efficient identification of such areas may enable educators to institute procedures to rectify the situation and possibly heighten the chances of having a truly nongraded program in their school. (Author/CK)

ED 069 792 TM 002 278

Performance Indicators in Education: Local District Results-1972.

New York State Education Dept., Albany.

Pub Date Sep 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Comparative Analysis, Data Analysis, *Information Dissemination, *Performance Criteria, *Program Evaluation, *Rating Scales, *School Districts

A report to provide information which can improve the ability of a district to evaluate its per-

formance is presented. The report is also intended as an interpretive document for those school districts receiving individualized performance profiles. Information is presented on scales which show the percentile rank of a particular district relative to other districts in the State. An extensive period of developing systems and procedures for analyzing and presenting evaluative data is covered. The report is divided into two sections: (1) Measuring the Performance of school Districts and (2) Supplementary Information. A bibliography is included. (Author/CK)

ED 069 793 TM 002 279

Miles, David T.

Affective Priorities in Education.

Interstate Educational Resource Service Center, Salt Lake City, Utah.

Pub Date Mar 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Classroom Observation Techniques, Educational Research, *Evaluation Criteria, *Evaluation Methods, Guides, Instructional Improvement, *Learning Experience, Student Behavior, Teacher Behavior

Eleven criteria for examining the teaching/learning situation in a classroom are proposed. These criteria, which relate to the percent of time students or teachers spend in the activities, are: (1) types of thought processes, (2) activity decisions, (3) motivation, (4) activity differentiation, participation and pacing, (5) activity form relevance, (6) evaluation source, (7) evaluation standard, (8) participative governance, (9) teacher activity, (10) activity mood, and (11) student feelings. Following each criteria, spaces are provided for recording estimates of time spent in the activities, and some of the possible implications of various estimates are discussed. The importance of this method of examining the processes and experiences of the classroom is seen to lie in the fact that teachers become aware of their priorities as evidenced by the varying degrees of emphasis in activities over which they have control, and thus should be in a position to rationally confirm or modify their value priorities. It is stated that the estimates would probably be most valid and reliable if obtained by trained observers. (For related documents, see TM 002 183-186.) (DB)

ED 069 794 TM 002 280

Thompson, Albert S.

Vocational Development Theory and the Career Development Inventory: Construction of the CDI.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Biographies, *Catalogs, *Conceptual Schemes, Decision Making, High School Students, *Hypothesis Testing, Individual Development, Measurement Instruments, Occupational Guidance, Occupational Information, Personal Interests, Questionnaires, Rating Scales, *Theories, *Vocational Development

Identifiers—*Career Development Inventory, Career Pattern Study, CDI

The Career Pattern Study hypothesized the concept of vocational maturity, attempted to define the concept, developed questionnaire methods for studying it, and refined the questionnaire items into an instrument to measure it. In this brief biography of the Career Development Inventory (CDI), the next step was to refine the Career Pattern Study scales of Vocational Maturity into an instrument useful for measuring the outcome of high school students being exposed to a computerized guidance program. The current form of the CDI yields scores for three scales designed to measure three important aspects of vocational maturity as well as a total score. Scale A, Planning Orientation, includes items dealing with: Concern with Choice, Specificity of Planning, and Self-estimated Amount of Occupational Information. Scale B, Resources for Exploration, involves a self-rated assessment of resources for use in planning. Scale C, Information and Decision Making, assesses the students' possession of actual occupational information and his knowledge of how to integrate personal and occupational information into educational and vocational decisions. The CDI is an objective inventory attempting to measure the vocational

maturity of adolescent boys and girls. Its current status is that it is now ready for use in further trial and research. (Author/CK)

ED 069 795 TM 002 281

Diamond, Esther E.

The Masculinity-Femininity Scale in Interest Measurement: An Idea Whose Time Has Passed.

Pub Date Sep 72

Note—11p.; Paper presented at convention of the American Psychological Association, (Honolulu, Hawaii, September 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Females, Males, *Measurement Instruments, *Occupational Tests, *Psychological Tests, Role Perception, *Sex Discrimination, Speeches, *Test Bias

Identifiers—Kuder Occupational Interest Survey, Kuder Preference Record, Minnesota Vocational Interest Inventory, Strong Vocational Interest Blank

The lag that exists between traditional measures of masculinity and femininity in occupational interests and the changing role of women in the world of work is discussed. It is stated that most masculinity-femininity scales in use today measure the degree of conformity with socially and culturally determined sex roles. Scales discussed are the Strong Vocational Interest Blank (SVIB), the Kuder Occupational Interest Survey (OIS), the Minnesota Vocational Interest Inventory, and the Kuder Preference Record—Occupational, Form D. What is needed in the way of practice and further research is given as follows: (1) further research on the question of whether separate norms should be developed, for the same occupation, on the basis of sex; (2) newer criterion group data should be developed for all inventories; (3) the term Masculinity/Femininity as applied to psychological scales such as measures of interest should be rejected as an idea whose time has definitely passed; and (4) lack of available data should not be used to limit women's or men's career options. (DB)

ED 069 796 TM 002 282

Lord, Frederic M.

Power Scores Estimated by Item Characteristic Curves.

Educational Testing Service, Princeton, N.J. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETC-RB-72-46

Pub Date Oct 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Mathematical Models, *Probability Theory, Research, *Standardized Tests, Statistical Analysis, Tables (Data), Technical Reports, Testing, *Test Results, *Timed Tests

Identifiers—*Item Characteristic Curves, Power Scores

A method for estimating power scores is described. By way of illustration, it is applied to 21 students who were improperly timed on a standard test. Some empirical results are given in support of the estimation procedure. (Author)

ED 069 797 TM 002 283

Woodall, Frederick E.

A Study of the Relationship between Counselor Confrontation and Selected Personality Variables.

Pub Date [69]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Counselor Performance, Educational Research, Graduate Students, Higher Education, *Interaction Process Analysis, *Personality Tests, *Psychological Tests, *Statistical Analysis, Tables (Data), Technical Reports

Identifiers—*California Psychological Inventory, CPI

The relationship between student counselors' level of confrontation and personality variables, as measured by the California Psychological Inventory (CPI), was studied. The subjects were 20 graduate students enrolled in two sections of a Counseling Practicum class. Level of confrontation was measured from audio-tape ratings made by the student counselors in counseling sessions. Personality variable were taken from the student counselors' scores on 18 scales of the CPI. Spearman's rank correlation method was employed to test for agreement between level of confrontation

and each of the personality variables. The *t* test was utilized as the statistical procedure to test the significance of the rank correlation, and the .05 level of confidence was used. The findings revealed that three personality variables related significantly with the level of confrontation. The three personality variables were Capacity for Status, Sense of Well-Being, and Achievement via Conformance. The remaining 15 personality variables were found not to relate significantly to the level of confrontation. (Author/DB)

ED 069 798 TM 002 286
Morgan, George A.

Effects of a Less Prescriptive, Student-Centered College Curriculum on Satisfaction, Attitudes and Achievement.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 3 Sep 72

Grant—OEG-5-70-0018(509)

Note—13p.; Text of paper presented at meeting of the American Psychological Association, September 3, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Cognitive Tests, *College Freshmen, *College Students, *Comparative Analysis, *Curriculum Development, *Curriculum Evaluation, *Educational Research, *Higher Education, *Instructional Innovation, *Interdisciplinary Approach, *Statistical Analysis, *Student Attitudes, *Technical Reports, *Test Results, *Tests

Identifiers—CEE English Achievement, *Hiram College, Ohio, *Omnibus Personality Inventory, *Satisfaction with Hiram Scales, *Survey of College Achievement Scales

The effects of a new curriculum, introduced at Hiram College in 1969, which emphasized interdisciplinary studies, increased freedom and responsibility, and eliminated traditional graduation requirements in favor of nondepartmental courses, more electives, and more individual faculty attention for freshman, were studied. The research strategy was to compare the development during college of old and new curriculum students in the areas of (1) satisfaction with various aspects of the college; (2) intellectual, social, and emotional attitudes and values; and (3) academic achievement in English and in traditional general education fields. The data were collected over a three-year period, using the 9-item Satisfaction with Hiram Scales, the Omnibus Personality Inventory (OPI), CEE English Achievement, and five Survey of College Achievement scales. Three freshman groups, one old curriculum and two new curriculum, were tested for satisfaction and English achievement before and at the end of the freshman year. In addition, attitude and achievement scores of the last group to spend two years under the old curriculum were compared with corresponding scores of the first group to finish two years under the new program. Only standards admissions data were available as input measures for the old curriculum students. Study results showed that: there was significantly less disillusion and more year-end satisfaction with the new program among freshmen; new program sophomores were higher than the old on several OPI "intellectual" disposition scales and felt better adjusted than did the old group; new program freshmen scored higher on English achievement than did the old group; and new group sophomores scored as high as the old in five traditional academic areas. (See ED 059 695 for study final report.) (DB)

ED 069 799 TM 002 287
Meyers, Joel

Mental Health Consultation & Reinforcement Principles in Teacher Consultation.

Pub Date [71]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, *Case Studies, *Class Management, *Conflict Resolution, *Counseling Services, *Power Structure, *Reinforcement, *Teacher Attitudes

This paper dealt with the importance of using both behavior modification and consultation principles in work done with teachers. A case study was presented in which a teacher effectively implemented a behavior modification program to control the disruptive behavior of one child. However, this did not generalize to the total classroom which was still out of control. Sub-

sequently, consultations regarding the teacher's conflicts over being an authority figure were followed by a more controlled classroom atmosphere. (Author)

ED 069 800 TM 002 288
Wright, E. N.

Achievement of Special Programme (Senior - A.V.) Graduates.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Aug 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Comparative Analysis, *Data Analysis, *Grades (Scholastic), *Reading, *Secondary School Students, *Tables (Data), *Test Results

The results of a meeting of the Toronto Board of Education are given. Basically, a special program for students was examined. Two kinds of data were used to assess school achievement: school marks and reading test scores. Students in the special program were matched with students who met the following criteria: (1) came from the same senior school; (2) were the same sex; (3) were born in the same year; and (4) were going to the same secondary school and the same program. Results are presented in tabular form. (CK)

ED 069 801 TM 002 289
Community Awareness Program Evaluation Report: 1971-1972.

Milwaukee Public Schools, Wis.

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, *Community Education, *Comparative Analysis, *Educable Mentally Handicapped, *Elementary Grades, *Field Trips, *Negroes, *Primary Grades, *Program Evaluation, *Reports, *Secondary Grades, *Test Results, *Tests, *Urban Areas

The goal of the Community Awareness Program was to widen the horizons for low-income inner-city Educable Mentally Retarded (EMR) black and white pupils. ESEA Title VI provided pilot funds Cluster III B classes to explore the city on field trips related to school work. Eighteen teachers and 270 pupils (primary through high school) could plan a trip a month, by classroom or by school. The classes visited 72 sites which introduced pupils to services offered for their recreation, health, welfare, transportation, and commerce. Trip destinations included parks, hospitals, the airport, and shops. Each class dined at a restaurant. Follow-up activities in the classroom reinforced the goal-directed and incidental learning. Near the end of the year, teachers submitted general community awareness questions for a simple multiple-choice test. The test was given to pupils in the program, a similar low-income inner-city EMR comparison group, and a white middle-class outer-city EMR group. Those primary and elementary pupils who were in the program groups scored significantly higher than their inner-city peers which meant that the field trips had been of value. Outer-city primary/elementary pupils scored as high as the program group, indicating that something (most likely families of a higher socio-economic level) had supplied them with knowledge of the community. This finding demonstrated that the program was compensatory for primary/elementary EMR pupils. According to test scores, inner-city junior and senior high EMR students did not increase their community awareness as a result of the program. Expansion of the program at the primary/elementary level in the inner-city was recommended. (Author/CK)

ED 069 802 TM 002 290
Instructions for Pilot Test Community Awareness Program. Appendix B-1 and B-2.

Milwaukee Public Schools, Wis.

Pub Date 72

Note—4p.

Available from—Not available separately; see TM 002 289

Document Not Available from EDRS.

Descriptors—*Community Education, *Pilot Projects, *Tests

Directions for taking a test in community awareness are presented. (CK)

ED 069 803 TM 002 291
On Instructions for Final Test: Community Awareness Program. Appendix C-1 and C-2.

Milwaukee Public Schools, Wis.

Pub Date 72

Note—5p.

Available from—Not available separately; see TM 002 289

Document Not Available from EDRS.

Descriptors—*Community Education, *Tests

Directions for taking a final test in Community Awareness are presented. (CK)

ED 069 804 TM 002 292
Community Awareness Test. Appendix C-3.

Milwaukee Public Schools, Wis.

Pub Date 72

Note—6p.

Available from—Not available separately; see TM 002 289

Document Not Available from EDRS.

Descriptors—*Community Education, *Tests

A Community Awareness test is presented.

ED 069 805 TM 002 293
Community Awareness Program: Classroom Teacher Questionnaire. Appendix D.

Milwaukee Public Schools, Wis.

Pub Date 72

Note—3p.

Available from—Not available separately; see TM 002 289

Document Not Available from EDRS.

Descriptors—*Community Education, *Questionnaires, *Teacher Attitudes

A questionnaire for classroom teachers participating in the Community Awareness Program is presented. (CK)

ED 069 806 TM 002 294
Anderson, Barry D.

A Methodological Note on Contextual Effects Studies in Education.

Pub Date 30 May 72

Note—24p.; Paper presented to the Canadian Educational Research Association (30 May 72)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Context Clues, *Data Analysis, *Problem Solving, *Research Methodology, *Statistical Data

This paper suggests four sources of inconclusive results in studies of school effects: Poor definitions of school context, poor sampling techniques, lack of attention to techniques of partitioning variance, and a lack of awareness of the effects of changing units of analysis on the size of statistical associations. Each problem is briefly described, and strategies for surmounting it are outlined. (Author)

ED 069 807 TM 002 295
Findley, Warren G.

Selective Admission of Teachers to Graduate Study.

Pub Date Sep 65

Note—7p.; Paper presented at regional conference on special programs for preparation of in-service teachers for admission to graduate study (Atlanta, Ga., Sep. 27-29, 1965)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *Educational Background, *Graduate Study, *Standards, *Teacher Education

A conference was held to set standards of admission to graduate study that were consonant with formal requirements and reflected a satisfactory minimum competence to master the content and methods of instruction. The best preparation for such tests is a good broad education. The issue of possible cultural bias in test questions had been raised, but, it is pointed out, attempts to correct for cultural bias are generally circular in logic. An analysis of the learning act is made. In conclusion, the question of the propriety of applying selective admissions criteria within the group of those whose admissions data indicate probability of being able to "pass" in the institution to which they seek admission is raised. (Author/CK)

ED 069 808 TM 002 307
Burson, William W.

Manual for Interpreting Elementary School Reports: 1972-73.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, Comparative Analysis, *Educational Objectives, Educational Quality, Elementary Grades, *Evaluation Techniques, Grade 5, Multiple Regression Analysis, Predictor Variables, Questionnaires, Schools, State Programs, State Surveys, Statistical Analysis, *Student Evaluation, Tests

Identifiers—*Pennsylvania

A manual for assessing the effectiveness of an elementary school, taking differences in the school's resources into account, is presented. The Pennsylvania State Board of Education established the Bureau of Educational Quality Assessment which developed a measurement package in Phase I. Field tests were conducted on grade 5 students in 1968 in 355 elementary schools to provide a basis of comparison in Phase II. Students were tested on progress in relation to 10 educational goals adopted by the state, and the schools were stratified according to building enrollment and average per-pupil expenditure for education. The ten educational goals identified were: Self Understanding, Understanding Others, Basic Skills-Verbal, Basic Skills-Math; Interest in School, Citizenship, Health Habits, Creative Potential, Creative Output, Vocational Development, Appreciating Human Accomplishment, and Preparing for a Changing World. The actual assessment of the schools began in Phase III. The assessment includes information on pupil achievement, teacher questionnaires, a school information form filled out by administrators and the Bureau of Statistics files. Predictions are made of what performance should be expected of students by using regression analysis of school condition variables. Schools are then rated according to how the student achievement related to the predicted scores. (DJ)

ED 069 809

TM 002 309

Burson, William W.

Pennsylvania Department of Education Quality Assessment Teacher Questionnaire. Appendix A. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—2p.

Available from—Not available separately; see TM 002 307

Document Not Available from EDRS.

Descriptors—Educational Quality, *Evaluation Techniques, Predictor Variables, Program Evaluation, *Questionnaires, *State Surveys, Teacher Attitudes, *Teacher Background, *Teacher Characteristics

Identifiers—*Pennsylvania

This questionnaire is used in the Educational Quality Assessment Program in the state of Pennsylvania. It includes checklists for the following kinds of information concerning teachers: locale, stability, college, mother's education, father's occupation, attitudes relating to professional recognition, career interests, salary, length of service, and age. It also includes rating scales for factors related to school climate, personnel influences on decision-making, and classroom teaching practices. (DJ)

ED 069 810

TM 002 310

Burson, William W.

School Information: Phase III of Quality Assessment Program. Appendix B.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—2p.

Available from—Not available separately; see TM 002 307

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Educational Environment, Educational Quality, Elementary Schools, *Evaluation Techniques, Predictor Variables, Program Evaluation, *Questionnaires, *School Environment, *State Surveys, Student Enrollment

Identifiers—*Pennsylvania

This questionnaire, used in the Educational Quality Assessment Program in Pennsylvania, was designed to be filled out by school administrators. It requests information about staff size, enrollment size, library books available, hours of paraprofessionals, and quality of housing in school district. It also includes a checklist to show the extent of various innovative teaching techniques including independent study, non-graded classes, teacher aides, lay readers, programmed instruction, work experience programs, instructional television, flexible scheduling, student tutoring program, language laboratory, other, and departmentalization. It also inquires about the extent of the guidance program. (DJ)

ED 069 811

TM 002 311

Burson, William W.

Manual for Interpreting Secondary School Reports: 1972-73.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Objectives, Educational Quality, *Evaluation Techniques, Grade 11, Manuals, Multiple Regression Analysis, Predictor Variables, Program Evaluation, Questionnaires, Secondary Schools, *State Surveys, Statistical Analysis, *Student Evaluation, Tables (Data), Tests

A manual for assessing the effectiveness of a secondary school, taking differences in the school's resources into account, is presented. The Pennsylvania State Board of Education established the Bureau of Educational Quality Assessment which developed a measurement package in Phase I. Field tests were conducted on grade 11 students in 1968 in 100 pilot schools in Phase II. Students were tested on progress in relation to 10 educational goals adopted by the state, and the schools were stratified according to building enrollment and average per-pupil expenditure for education. The ten educational goals identified were Self Understanding; Understanding Others; Basic Skills-Verbal; Basic Skills-Math; Interest in School; Citizenship; Health Habits; Creative Potential; Creative Output; Vocational Development; Appreciating Human Accomplishment; and Preparing for a Changing World. The actual assessment of the schools began in Phase III. The assessment includes information on pupil achievement, teacher questionnaires, a school information form filled out by administrators and the Bureau of Statistics files. Predictions are made of what performance should be expected of students by using regression analysis of school condition variables. Schools are then rated according to how the student achievement relates to the predicted scores. (DJ)

ED 069 812

TM 002 313

Burson, William W.

Pennsylvania Department of Education Quality Assessment Teacher Questionnaire. Appendix A.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—2p.

Available from—Not available separately; see TM 002 311

Document Not Available from EDRS.

Descriptors—Educational Quality, Evaluation Techniques, Predictor Variables, Program Evaluation, *Questionnaires, *Secondary School Teachers, *State Surveys, Teacher Attitudes, *Teacher Background, *Teacher Characteristics

Identifiers—*Pennsylvania

This questionnaire is used in the Educational Quality Assessment Program in the State of Pennsylvania. It includes checklists for the following kinds of information from teachers: locale, stability, college, mother's education, father's occupation, attitudes relating to professional recognition, career interests, salary, length of service, and age. It also includes rating scales for factors related to school climate, personnel influences on decision-making, and classroom teaching practices. (DJ)

ED 069 813

TM 002 314

Burson, William W.

School Information: Phase III of Quality Assessment Program. Appendix B.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Sep 72

Note—2p.

Available from—Not available separately; see TM 002 311

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Educational Quality, *Evaluation Techniques, Predictor Variables, Program Evaluation, *Questionnaires, *School Environment, *Secondary Schools, *State Surveys

Identifiers—*Pennsylvania

This questionnaire is used in the Educational Quality Assessment Program in the State of Pennsylvania. Designed to be filled out by school administrators, it requests information about staff size, enrollment size, library books available, hours of paraprofessionals, quality of housing in school district, number of guidance personnel, and holding power of school by grade level. It also includes a checklist to show the extent of various innovative teaching techniques including independent study, non-graded classes, teacher aides, lay readers, programmed instruction, work experience programs, instructional television, flexible scheduling, student tutoring program, language laboratory and other. (DJ)

UD

ED 069 814

UD 013 012

Levine, Daniel U. Doll, Russell C.

Systems Renewal in the Louisville Public Schools: Lessons on the Frontier of Urban Educational Reform in a Big City School District.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Dropout Prevention, *Educational Change, Educational Objectives, Elementary Education, Organizational Change, Paraprofessional School Personnel, *Program Development, Program Evaluation, School Organization, Secondary Education, *Systems Approach, *Urban Schools

Identifiers—*Kentucky

The Louisville Public School District is probably the only large public school district which has systematically begun change on a "systems" basis. Top school officials first made a wide-ranging assessment of the most pressing problems in the district, developed and stated their premises, and then planned two programs. The primary organizational concepts found in Project Focus are team teaching, flexibility in scheduling, role redefinition for teachers and administrators, and community involvement. There are six Focus elementary schools. Project Impact uses the same fundamental organizational concepts as Project Focus. Impact projects are to be found in one senior high, four junior high schools, and three elementary schools. The specific goals of the two programs were as follows: (1) to improve the self-concept of students; (2) to improve pupil achievement in the basic skills of reading, mathematics, and other essentials; (3) to stimulate intellectual curiosity and the self-motivation to learn; (4) to help students become more self-directed and self-disciplined; and, (5) to help students develop satisfying human relationships. (Author/JM)

ED 069 815

UD 013 013

Levine, Daniel U. And Others

Perceptions Regarding Neighborhood and Metropolitan Resources of High School Students in Differing Parts of a Metropolitan Area.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Aug 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Characteristics, *Community Resources, Community Study, *High School Students, Inner City, Metropolitan

Areas, *Neighborhood, *Perception, Questionnaires, Research Methodology, Student Attitudes, Urban Areas, Urban Schools, Urban Studies

Identifiers—Missouri

The purpose of this paper is to report data obtained with a questionnaire dealing with the neighborhood- and community-related perceptions of Greater Kansas City Area high school students in many different parts of that metropolitan area. The questionnaire elicits opinions on several discrete though related themes, and was pilot tested and first used in the present study. The results of the study support the conclusion that metropolitan location should be treated as an important independent variable in future research. Youth in or near the inner city appear to be more negative about their neighborhoods than are youth elsewhere in the metropolitan area. Consistent indications were found throughout the study that students in one of the two upper middle class schools in the sample were less satisfied with and less well integrated into their neighborhood and its institutions than were respondents in other communities. Fragmentary evidence was found indicating that youth in middle class neighborhoods may perceive their neighborhoods to be less stimulating than do youth elsewhere in the metropolitan area. An impressive percentage of students reported that they felt they could turn in time of emergency to sources of help available "nearby" in their neighborhoods. (Author/JM)

ED 069 816

UD 013 015

Triandis, Harry C. And Others

Role Perceptions Among Black and White Adolescents and the Hardcore Unemployed. Illinois Studies of the Economically Disadvantaged Series, Technical Report Number 6.

Illinois Univ., Urbana. Dept. of Psychology. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-6

Pub Date Feb 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Caucasian Students, College Students, Cultural Factors, Economically Disadvantaged, Ghettoes, *Negro Youth, Research Methodology, *Role Perception, Socioeconomic Status, *Unemployed, Urban Culture, *Young Adults

Identifiers—Illinois, Missouri

This exploratory study was directed at an examination of role perceptions among four groups of subjects, two white and two black. The black samples are composed of adult hardcore unemployed men and adolescent boys in a special high school training program. One of the white samples also consisted of adolescents in the same program; the other was constituted from the subject pool of the University of Illinois and includes middle-class college girls. The study was undertaken with the expectation that some of the cross-cultural similarities observed in previous studies would be replicated, but also that much would be learned about the unique ways of role perception within subcultures of the United States. Role behaviors were elicited from members of the subject population by means of an open-ended questionnaire. Stimulus role pairs were obtained by random selection from a list of 27 stimulus persons used in previous research. Each subject was asked to write three behaviors which could occur between the two persons listed. A total of 21 such pairs was used. As in previous research elicitation, questionnaires were "decentered" by asking five black consultants to translate them into "Black English" and back again. The major advantage of the decentered version in standard English is that it contains mostly words that are familiar to ghetto blacks. (Author/JM)

ED 069 817

UD 013 019

Sarat, Tulsii B.

A Content Analytic Study of Interracial Conflict-Producing Situations and Roles. Illinois Studies of the Economically Disadvantaged Series, Technical Report Number 9.

Illinois Univ., Urbana. Dept. of Psychology. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-9

Pub Date Jul 71

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Analysis, Cultural Environment, Economically Disadvantaged, *Interaction Process Analysis, Interpersonal Relationship, *Negro Literature, Periodicals, *Race Relations, Research Methodology, Role Conflict, *Role Perception, Role Theory, Short Stories, Social Environment, Social Relations

This study is an exploratory attempt to discover how blacks perceive their interactions with whites, in this country. For this purpose it was necessary to examine materials written by black authors and aimed at black readers. It was decided to select such magazines appearing between 1965 and 1969 that had a wide circulation among black readership. The study was restricted to 36 short stories which contained some interactions between black and white characters. Each interaction was viewed as involving an initiator (Actor) and an object (Recipient) toward whom the interaction was directed. The Actor and Recipient together constituted a role-pair. The results indicate that blacks perceived whites initiating the interactions more in general than the blacks. However further analysis revealed that the blacks were seen as initiating more interactions when they were in the role-pairs of female-male, employee-employer, person helped-helping profession, citizen-police official, citizen-public official, and female-female; whereas whites initiate more interactions when they are in the role-pairs of male-female, employer-employee, helping profession-person helped, police official-citizen, public official-citizen, teacher-student, and male-male. (Author/JM)

ED 069 818

UD 013 020

Sofer, Sheldon And Others

[The Effect of Contingency Managed Self-Instruction in the Detroit Public Schools.]

Detroit Public Schools, Mich.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Educational Diagnosis, Educational Innovation, Elementary Education, *Individualized Instruction, Learning Motivation, Mathematics Instruction, Motivation Techniques, *Positive Reinforcement, Reading Instruction, Secondary Education, *Student Motivation, *Teaching Techniques, Teaching Problems

Identifiers—Michigan

The contents of this document, concerning the demonstration of a linkage between monetary incentives and academic achievement motivation and the utilization of this knowledge in educational programs, are organized in three sections. The first section is a report of an experimental demonstration of "the effect of monetary incentives on test performance of a sample of pupils in four Detroit public schools." The second section, "The effect of a self instructional-contingency managed mathematics program on student test performance," reports a study the purpose of which was to determine the effect of the SIMPLE (Self-Instructional Mathematics Program, Learn and Earn) program on the performance of students on a standardized achievement test. The third section, "Contingency managed self instruction self instructional reading laboratory," describes another application of the linkage between motivation and monetary incentives. The Self Instructional Reading Laboratory consists of the following key features: individualization, self instruction, self management, high motivation, differentiated staffing, and class size reduction. (JM)

ED 069 819

UD 013 021

Cordasco, Francesco Bucchioni, Eugene

The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals.

Pub Date 72

Note—465p.

Available from—Scarecrow Press, Inc., Metuchen, N.J. (\$10.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, Bilingual Education, Conflict, *Educational Problems, Ethnic Relations, Family Characteristics, *Family Life, Migrants, Public Schools, *Puerto Rican Culture, *Puerto Ricans, Social Integration, Urban Schools

Identifiers—New York, Puerto Rico

This collection of readings is organized in four parts. Part I, "Aspects of Puerto Rican culture," includes the following articles: "Explicit and im-

plicit culture in Puerto Rico: a case study in educational anthropology," T. Brameld; "Respeto, respeto, and interpersonal relations in Puerto Rico," A. Lauria; "Puerto Rican spiritualist as a psychiatrist," L. H. Rogler and A. B. Hollingshead; and others. Part II, "The Puerto Rican family," includes such articles as: "Family and fertility in Puerto Rico," J. M. Stycos; "Research on the Puerto Rican family in the United States," C. Senior; and "The Puerto Rican Family and the Anthropologist: Oscar Lewis, 'La Vida' and The Culture of Poverty," F. Cordasco. Part III, "The Puerto Rican experience on the mainland: conflict and acculturation," comprises a statistical profile of the Puerto Rican community of New York and such articles as "Neighbors—Puerto Rican, Negro, Italian," P. Sexton; "Anomie and the 'quest for community': the formation of sects among the Puerto Ricans of New York," R. Poblete; and others. Part IV, "The Puerto Rican experience on the mainland: Puerto Rican children in North American schools," includes such articles as "Report on visits to New York City Schools," J. J. Osuna; "What are the educational needs of Puerto Ricans who come to New York?" C. Oliveras; and others. (JM)

ED 069 820

UD 013 022

Brown, Eleanor Frances

Library Service to the Disadvantaged.

Pub Date 71

Note—560p.

Available from—The Scarecrow Press, Inc., Metuchen, N.J. (\$15.00)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Disadvantaged Youth, *Economically Disadvantaged, Language Handicapped, Library Planning, *Library Programs, Library Services, Mentally Handicapped, Migrants, Negroes, Older Adults, *Physically Handicapped, Program Development, Research Needs, *Socially Disadvantaged

In this volume, an attempt is made to show what services libraries are now providing for (1) the economically deprived, (2) the physically handicapped, (3) the mentally handicapped, (4) those suffering from racial discrimination, (5) those confined in prisons or other types of institutions, (6) the elderly, (7) neglected youth, and (8) those with a language barrier (including illiteracy). The special problems in working with each of the eight groups are stated. A brief description and summary of some of the various library programs now under way in the United States is given, along with a review of the psychological approach and techniques being used by these libraries. Needs for further programs are suggested. This volume is intended mainly as a source book for project and program ideas for libraries now engaged in working with the disadvantaged or planning to do so. It is also hoped that it will give an overview of the progress to date in work with the disadvantaged by bringing together much of the thinking and many of the ideas that have appeared in literature or in conferences in the last two years. (Author/JM)

ED 069 821

UD 013 023

Small Change: A Report on Federal Support for Black Colleges, 1972.

Southern Education Foundation, Atlanta, Ga.

Pub Date 72

Note—114p.

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Segregation, Community Services, *Educational Legislation, *Federal Aid, *Federal Legislation, *Financial Support, Higher Education, Land Grant Universities, *Negro Colleges, Negro Education, Science Programs, State Agencies

Identifiers—Department of Health Education and Welfare, Higher Education Act of 1965, National Institutes of Health

The contents of this report, whose purpose is to examine Federal financial aid to black colleges, are organized in 11 chapters: (1) service and survival: then and now (the history of black colleges and their present importance); (2) Federal responsibility and resources (a brief history of Federal aid to higher education and a description of existing programs); (3) Federal response, 1965-1972 (an account of the dialogue

between black colleges and the Federal government since the Higher Education Act); (4) H.E.W.: support for teaching and learning; (5) community service: a deliberate difference (Federal support for human resource and community service programs); (6) science and technology: the big money; (7) the 1890 colleges: still second class treatment (a description of the founding and maintenance of a segregated land grant college system in 17 states); (8) N.I.H.: physician, heal thyself; (9) the politics of administration: state powers; (10) the politics of administration: national process; and, (11) facing a century-old mistake (including a discussion of prospects under the Education Amendments of 1972). Appendix A lists Black College associations and agencies. Appendix B is a select bibliography. Appendix C lists traditionally black colleges. (JM)

ED 069 822 UD 013 024
Overview and Evaluation of Project LEM. Innovative Education in Action.

Hackensack Public Schools, N.J.

Pub Date 72

Note—8p.

Available from—Hillers Elementary School, Longview Avenue, Hackensack, N.J. 07601 (Price not available)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Compensatory Education Programs, Core Curriculum, Educational Diagnosis, *Educational Innovation, *Elementary Education, Individualized Instruction, *Open Education, *Program Evaluation, Self Concept, Space Utilization, Student Attitudes, Student Grouping

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III Program, *New Jersey Project LEM (Learning Experience Module), funded under Title III, Elementary Secondary Education Act, incorporates concepts of an open elementary educational plan, featuring: multi-age, multi-ethnic groupings, individually prescribed instructions, a "core" curriculum, differentiated staffing, and maximum space utilization. These educational components are addressed to meet specific objectives: (1) improving social competence and developing a more positive self-image in each student; (2) improving the reading and arithmetic skills of students; (3) increasing teacher competency—(a) in diagnosing pupil needs, (b) in providing for individual differences, and (c) in creating a wholesome learning environment; (4) engendering significant parent interest and involvement in the school program; (5) developing parental abilities to assist their children; and, (6) utilizing existing facilities to accommodate more students, without increasing costs significantly or lowering the level of the educational program. Teachers in the LEM have been organized into three teams. Each team has one teacher per 25 children, a team leader, and an aide. Emphasis in the "core" curriculum is on creating a variety of learning experiences designed not only to achieve the performance objectives, but also to provide a continuum of incentives to learn. (Author/JM)

ED 069 823 UD 013 025
Issues of Concern to Puerto Ricans in Boston and Springfield.

Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.

Pub Date Feb 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bias, *City Problems, *Civil Rights, Civil Rights Legislation, Educational Problems, Employment Problems, Federal Laws, Housing Needs, Law Enforcement, Poverty Programs, *Puerto Ricans, Social Services, Spanish Speaking

Identifiers—*Massachusetts, Model Cities Programs

This report concerns conditions in Boston and Springfield, the cities with the largest concentrations of Puerto Ricans in the Commonwealth of Massachusetts. The lack of adequate statistics on living conditions of Puerto Ricans remains one of the main barriers to determining a solution for any problem of the Puerto Rican community. This situation is particularly serious for the school children, who are classified as "white" or "nonwhite" but never as Puerto Rican. A second impediment permeating all Puerto Rican problems is the language barrier. Agencies in

Boston and Springfield consistently had insufficient Spanish-speaking personnel, placing the Puerto Rican in the fringe area of a man who knows his needs but who can find no one to listen. The report is based on three sources of information: statements of speakers at an open meeting held May 11-13, 1971; exhibits submitted directly to the Committee; and telephone conversations with speakers following the open meeting. The contents of these hearings are organized in six parts: education, employment, housing, social services, antipoverty and Model Cities programs, and Federal enforcement. (Author/JM)

ED 069 824 UD 013 035

Tumin, Melvin M., Ed. Anderson, Barbara A., Ed.

Research Annual on Intergroup Relations, 1972. B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date 72

Note—242p.

Available from—Quadrangle Books, Inc., 330 Madison Avenue, New York, N.Y. 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—Conflict, Educational Research, *Ethnic Relations, Foreign Relations, *Intergroup Relations, Language Role, *Minority Groups, *Race Relations, Religious Cultural Groups, Research Projects, *Research Reviews (Publications), Social Attitudes, Social Relations, Social Sciences, Surveys

This compendium reports research on intergroup relations in progress, completed, and published during 1970 and up through June 30, 1971, or work proposed for the future. There is also an occasional report that dates back to earlier years. Such earlier work has been included where relevant research had for some reason not been previously reported. The criteria for inclusion of reports are substantially the same as those used in previous years, that is, the studies must normally deal with relationships between ethnic, racial, religious, or national groups. The reports are formulated on the basis of questionnaires which were sent to correspondents throughout the world. This year's questionnaire has added the term "linguistic" to the four terms above in view of the possibility that the groups studied might be primarily defined in terms of linguistic differences. The "Annual" is international in a two-fold sense. First, completed questionnaires were received this year from researchers on all continents, involving some 55 different countries. Second, the public whom this information reaches, through the medium of the "Annual," is also found throughout the world. (Author/JM)

ED 069 825 24 UD 013 036

Tyrrell, Donald J., And Others

Cognitive Abilities in Culturally Disadvantaged Preschool Children. Final Report.

Franklin and Marshall Coll., Lancaster, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-O-B-044

Pub Date Sep 72

Grant—OEG-2-700029(509)

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Ability, *Cognitive Tests, Culturally Disadvantaged, *Disadvantaged Youth, Discrimination Learning, Lower Class, Memorizing, Pattern Recognition, Perception, *Preschool Children, Shift Studies, *Socioeconomic Status, Verbal Learning

Identifiers—Pennsylvania

Three experiments compared cognitive processes in Caucasian nursery school children from different socioeconomic backgrounds who were equated for performance on the Peabody Picture Vocabulary Test. The first demonstrated that children from lower socioeconomic backgrounds experience more difficulty in solving a series of extradiimensional and intradiimensional shifts than children from high socioeconomic backgrounds. This deficiency was postulated to result from a decreased rate of attentional response acquisition which is offset with experience. The second experiment demonstrated that low socioeconomic status children organize their recall of categorized and non-categorized lists to the same extent as high socioeconomic status children but are less effective in filtering

inappropriate items from recall output. The final experiment demonstrated that children could identify stimuli presented via the visual and tactical modes and could make cross modal judgments regarding the equivalence of these stimuli. There were no effects of socioeconomic status on this ability, and extramodal are easier than intramodal judgments. Overall, the results do not support a simple notion of a deficiency of complex cognitive processes in lower class children. (Author/JM)

ED 069 826 UD 013 037

Report: Educational Reform in Spain. International Seminar on the Prospective of Education. Ministry of Education and Science, Madrid (Spain). National Centre of Research for the Development of Education.

Pub Date Apr 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Finance, Educational Innovation, *Educational Legislation, Educational Objectives, Educational Opportunities, Educational Planning, *Educational Policy, Educational Quality, Equal Education, Policy Formation, *Public Education, Social Integration

Identifiers—*Spain

The conviction that a complete reform of the educational system was necessary has won over the minds of the Spanish people and the government. The observations made from all levels about the bases of the educational policy were borne in mind in the preparation of the Draft Law of Education and Financing of the Educational Reform, which, having been approved by the government in September 1969, was presented to Parliament by the Ministry of Education and Science in April 1970; 13,000 amendments were made to the Draft, published August 4, 1970. The Spanish Reform Bill is inspired with the conviction that all those who share in educational tasks must be committed to the success of educational work, and that those who are responsible for these tasks must have their minds open to experiment, reform, and collaboration from whatever source this may come. The concept of social integration is one of the ideological keystones of the reform. The legal methods for achieving it are that General Basic Education shall be compulsory and free in all public and private sectors. The inter-relation between the different educational levels is another of the notable characteristics of the new systems. It is also sought to improve the yield and quality of the education system. (Author/JM)

ED 069 827 UD 013 045

The Problem of Discipline/Control and Security in Our Schools. Position Paper, Number 1.

National Urban League, Inc., New York, N.Y.

Pub Date 20 May 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, City Problems, Crime, Discipline, *Discipline Policy, Discipline Problems, *Educational Environment, *Educational Policy, Law Enforcement, Negro Institutions, Police Action, Police Community Relationship, *Police School Relationship, *Security, Urban Education

A survey in the fall of 1969 revealed that of the 51 major cities which responded to a questionnaire, only four did not employ their own security officers or use city policemen in daily school operations. It is contended that it is impossible for a favorable climate for learning to be established within this type of environment. Further, it is believed that this visible manifestation of the problem of security in the schools only represents the surface of a much greater problem. It is the position of the National Urban League (NUL) that security personnel and armed policemen should generally be removed as permanent fixtures in our schools. NUL should call on students, community members, and educational personnel to determine ways to develop a climate for learning in the public and private schools. These groups must form an effective coalition directed toward quality education in an atmosphere of trust, cooperation, and mutual respect. The problem of "security" in the schools is nothing new to the established American educational experience. The use of law enforcement agencies to insure safety of the children and the smooth operation of schools is deeply rooted in

American history. The unchallenged use of more and more security forces in our schools must be reversed. [Due to the quality of the original, parts of this document are not clearly legible.] (Author/JM)

ED 069 828 UD 013 047
Characteristics of Low-Income Population: 1971
(Advance Data From March 1972 Current Population Survey). Current Population Reports, Consumer Income.

Bureau of the Census (DOC), Suitland, Md. Social and Economic Statistics Administration.

Pub Date Jul 72

Note—9p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Census Figures, Depressed Areas (Geographic), *Economically Disadvantaged, Family Characteristics, Family Status, Heads of Households, *Low Income, *National Surveys, Negroes, *Population Trends, Racial Differences, Residential Patterns, Rural Urban Differences, Statistical Surveys

About 25.6 million persons were below the low-income level in 1971, according to the results of the Current Population Survey conducted in March, 1972, by the Bureau of the Census. The sex of the family head continues to be an important factor in the poverty status of families. Families with a female head in 1971 accounted for only 12 percent of all families, but 40 percent of the low-income families. White families headed by a female accounted for about one-third of all white families in the low-income category; the corresponding figure for Negroes was about three-fifths. Although the total number of low-income families did not change over the past year, the proportion headed by a woman increased from 37 percent in 1970 to 40 percent in 1971 with a corresponding decrease in the percent of low-income families which were headed by a man. In 1971, one-tenth of all white persons were in the low-income category as compared to about one-third for Negroes. There are significant differences in the age composition of the white and Negro low-income groups. In 1971, children under 18 years accounted for about 36 percent of all white persons below the low-income level as compared to 52 percent of all low-income Negroes. In contrast, aged family heads (65 years and over) and aged unrelated individuals comprised about 17 percent of all low-income whites, but only about seven percent of the low-income Negroes. (Author/JM)

ED 069 829 UD 013 048
Progress of Public Education in the United States of America, 1969-70. A Report.

Office of Education (DHEW), Washington, D.C. Spans Agency—International Bureau of Education, Geneva (Switzerland).

Pub Date 71

Note—60p.; Report of the Thirty-third International Conference on Public Education sponsored by UNESCO International Bureau of Education

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Educational Administration, Educational Change, Educational Facilities, Educationally Disadvantaged, Educational Needs, *Educational Policy, Educational Programs, Federal Aid, *Federal Programs, *Public Education, Socially Disadvantaged, *Statistical Surveys

This report is the latest in a series prepared for the International Conference on Public Education that has been held since 1934 in Geneva, Switzerland, under the auspices of the International Bureau of Education, which is now a part of UNESCO. In Part I the focus is on the special educational needs of and Federal programs of assistance to children in the United States who are disadvantaged by social, economic, or educational conditions in their homes and communities and whose subsequent growth and development would be severely handicapped without appropriate remedial or compensatory programs. This material has been adapted from the annual

report made by U.S. Commissioner of Education, S. P. Marland, Jr., to the Congress in March, 1971. Part II is a brief background summary of the organization and structure of education in the United States. Part III contains statistics on American education compiled by the Office of Education National Center for Educational Statistics. The material covers the 1969-70 school year, the most recent full year for which figures were available at the time this report went to press. The tables also contain data from earlier years to indicate trends or comparisons. [Parts of page 17 of this document are not clearly legible.] (Author/JM)

ED 069 830

Allen, Anne Gillespie

Educational Opportunities Programs for Minority and Low-Income Students in California and U.S. Colleges and Universities.

California Univ., Los Angeles.

Pub Date 71

Note—622p.; dissertation submitted in partial satisfaction of the requirements of the degree of Doctor of Education, University of California, Los Angeles, Calif., 1970

Available from—University Microfilms, Ann Arbor, Michigan (order number 71-577: \$4.00, microfilm; \$10.00 xerox)

Document Not Available from EDRS.

Descriptors—College Integration, *College Programs, Community Colleges, *Compensatory Education Programs, *Educational Opportunities, Higher Education, Low Income Groups, *Minority Groups, Program Descriptions, *Program Evaluation, Socioeconomic Status, Student Characteristics, Student Personnel Services, Surveys

Identifiers—California

The problem investigated here has three aspects: (1) to determine the extent of minority and low-income student underrepresentation in U.S. colleges and universities; (2) to identify and analyze the nature and degree of barriers which cause the underrepresentation; and, (3) to determine the nature, extent, and efficacy of interventions applied. The investigation began with a review of the literature about college-level compensatory education related fields. Personal interviews were conducted with educational opportunities program officials throughout the United States designed to determine seven program components: history, management, student personnel services, student racial-ethnic distribution, physical facilities, evaluation, and plans. The 156 California institutions accredited by the Western Association of Schools and Colleges were then contacted. Between June, 1967 and December, 1968, data were gathered by mail. Personal interviews were conducted from June 1967 to February 1970 at 90 California and U.S. colleges with unusual efforts. About 525 institutional and agency persons were personally interviewed. (Author/JM)

ED 069 831

Goldner, Lawrence R.

A Study of the Effects of Compensatory Instruction in Language Arts and in Arithmetic on Achievement, Study Habits, and Selected Attitudes of Eighth Grade Students in a Depressed Area School.

Pub Date 72

Note—374p.; dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education, School of Education, New York Univ., N.Y., 1972

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Arithmetic, *Compensatory Education Programs, Curriculum Development, Disadvantaged Youth, Educational Diagnosis, Individualized Instruction, *Junior High School Students, Language Arts, Low Achievers, Negro Students, *Program Evaluation, *Remedial Instruction, Student Attitudes, Study Habits

Identifiers—*New York

The purpose of this study was to investigate the effects of compensatory periods of language arts or arithmetic instruction on the achievement (in these subject areas) of two matched groups of eighth grade students, as compared to a third (control) group of eighth graders who did not

UD 013 049

receive any compensatory instruction. The study also examined the effects of the compensatory program on study habits and selected attitudes of these same students. The experimental program was conducted in a depressed-area school with a pupil population that was virtually 100 percent Negro. More than 80 percent of the students were below grade-level in reading and arithmetic. The program consisted of three extra hours per week, for 18 weeks, of individualized and small group instruction in basic skills. Remediation activities were based upon the diagnosis of each pupil's needs and made use of a wide variety of high interest multi-media and multi-level materials. One experimental group of 120 students, divided equally into four ability-level classes based upon reading achievement, received additional instruction in language arts skills. A second matched (by reading achievement) experimental group of 120 students received additional instruction in arithmetic skills. The 90 control pupils received no compensatory instruction. (Author/JM)

ED 069 832

Cosseboom, Kathy

Grosse Pointe, Michigan: Race Against Race.

Pub Date 72

Note—167p.

Available from—Michigan State Univ. Press, Box 550, E. Lansing, Mich. 48824 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Community Attitudes, Community Characteristics, Community Leaders, Community Planning, Community Study, Educational Policy, *Housing Discrimination, Housing Patterns, Racial Attitudes, *Racial Discrimination, Residential Patterns, School Community Relationship, Social Attitudes, *Social Discrimination

Identifiers—*Michigan

Grosse Pointe, Michigan, is a status community—but is it status quo? Yes and no. A bill proposed as a measure of community support for open housing opportunities got a definite "no" vote in Grosse Pointe Farms, although in opposition to State and Federal law precedents. The first Negro family who bought a Grosse Pointe home met with mixed reactions. Martin Luther King's appearance at a Grosse Pointe school met with the same mixed reaction. Black studies were incorporated in the high school curriculum, but the course's value and effectiveness was questioned or unknown. The school board promoted community college courses in the high school which might have brought blacks into greater contact with the community. Attempts to prevent this move failed; but its potential as a step toward removing the racial barrier remained unfulfilled. Surprisingly, private schools were more able to open their doors than public. Church programs brought blacks into the community and took whites to Detroit for attempts at understanding which occasionally led to more misunderstanding and further isolation. Grosse Pointe's sheltered nature disturbs its youth who have complained that they want to be prepared to face the wider world. Despite the leaders in merchandising, industry, labor, politics, and religion Grosse Pointe refuses to take the lead in bringing the races together. (Author/JM)

ED 069 833

Fein, Leonard J.

The Ecology of the Public Schools: An Inquiry Into Community Control. Series on Decentralization and the Urban Crisis.

Pub Date 71

Note—170p.

Available from—Pegasus, 70 Fifth Avenue, New York, N.Y. 10011 (\$1.95)

Document Not Available from EDRS.

Descriptors—Black Community, City Problems, *Community Control, Community Involvement, *Decentralization, *Educational Opportunities, Educational Policy, Equal Education, Ethnic Groups, Negro Education, Negro Leadership, *Political Issues, *Public Schools, School Community Relationship, School Integration

The contents of the second volume in the "Pegasus Series on Decentralization and the Urban Crisis," of which Alan Altshuler is General Editor, are organized in five chapters. Chapter one, "Background to controversy," comprises discussions of such topics as the failure of integration, liberalism and race, Negro responses, and the issue of decentralization. Chapter two, "Community control as social theory," includes discus-

UD 013 052

UD 013 050

sions of liberalism and community; liberalism, Negroes, and community; community, and Negroes as a community. Chapter three, "Community control and political theory," comprises discussions of such topics as professionalism and participation, legitimacy and effectiveness, participation and control, community and neighborhood, and scale. Chapter four, "Community control and equal education," includes discussions of educational equality and the black-white gap; integration, compensation, and equality; public policy and educational equality; and, school and community. Chapter five, "Social arrangements and the schools," discusses such topics as "the uses of ethnicity: the polity"; "the uses of ethnicity: the individual"; Negroes as ethnics; and, educational integrity. (JM)

ED 069 834 UD 013 053

Kerensky, Vasil M. Melby, Ernest O.

Education II—the Social Imperative.

Pub Date 71

Note—191p.

Available from—Pendell Publishing Co., Midland, Michigan 48640 (\$7.50)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Educational Administration, *Educational Change, Educational Diagnosis, Educational Needs, Educational Objectives, *Educational Opportunities, Educational Philosophy, *Educational Planning, Educational Problems, Racial Integration, Relevance (Education), *School Community Relationship, Self Concept, Teacher Attitudes, Urban Education

If the experiences of the nineteen sixties have proved anything about formal education they have forcibly indicated that the present system of education has become obsolete. For Mankind II we must create Education II; an education based on new assumptions, new goals, new programs and new attitudes on the part of both lay and professional participants. The first assumption we must change is that some children will inevitably fail. The educational profession usually provides only the facilities on a mass basis but does not make sure that each child is given the help and attention he needs. A second assumption that needs challenging and changing is that the schoolroom is the child's entire education. In reality it is the whole community that educates the child. A third assumption to be challenged is the archaic view that knowledge is the end of education, and that teaching is a scientific and technical endeavor. Finally, present assumptions regarding the administration and control of education must be re-examined in the light of the needs of Education II. If the individual children are to be free to learn, the teacher must be free to teach and the school must be free to perform its proper role in a community totally mobilized for education. Education II addresses itself to the urgency for a new education operating under new assumptions. (Author/JM)

ED 069 835 UD 013 064

Myers, Ernest R.

Ecological Dynamics of the Inner City: Implications for Community Psychology.

Pub Date 72

Note—11p.; Paper presented at the Eastern Psychological Association Conference, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, Community Resources, Community Role, *Community Study, Curriculum Development, *Ecological Factors, Ecology, *Inner City, Intervention, Neighborhood, Power Structure, *Professional Training, *Psychologists, Psychology, Social Structure

If community psychology is a discipline of principles, methods, and techniques designed to adapt tomorrow's psychologists to a community orientation and commitment, then ecological parameters necessarily become fundamental concerns. Is it no revelation that urban America, particularly the central city, is characteristically the home site of "Black America." What are the ecological implications of this life style, or pattern, for community psychology's development? A fundamental implication for community psychology curricula suggests an emphasis on the phenomena of power and oppression in community dynamics. It is within this framework that the community psychologist can be seen as a "social interventionist" with a mission of assisting the power structure or bureaucracy to become more respon-

sive to the needs of its clientele while simultaneously promoting people power by assisting community residents to cope and deal with the system's institutions. One means of implementing this educational process is to focus on a given neighborhood base. Further, it seems appropriate to attempt to study the role as community resources of selected neighborhood-based community institutions for both the people they serve and the power structure with which they interface. (Author/JM)

ED 069 836 UD 013 065

Weidenheimer, Ruth E. And Others

The Attitudinal Changes Produced By Intensive Art-Related Experiences for Culturally Deprived Students and the Resultant Effects on Participating Student Teachers and Classroom Teachers. Final Report.

Florida Technological Univ., Orlando.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Activities, Art Appreciation, *Art Education, *Changing Attitudes, *Culturally Disadvantaged, Curriculum Development, *Elementary School Students, Elementary School Teachers, Instructional Materials, Multimedia Instruction, *Preservice Education, Student Attitudes, Student Teachers, Student Teaching, Visual Arts

Identifiers—Florida

This experimental program was designed to test four theories dealing with an intensive series of art and art-related experiences presented to a culturally deprived elementary school population by senior-year student teachers using performance-based modules of instruction. The Visual Arts experimental program covered a ten-week period involving six student teachers from the College of Education, Florida Technological University, and 24 classroom teachers and 541 students in grades one through six in the Grand Avenue Elementary School. Twelve of the classroom teachers and two of each of the six grades comprised the control group, with the remaining 12 classroom teachers and two of each of the remaining six grades providing the pilot group. The student teachers spent the entire school day of every week at the elementary school. Each student teacher was responsible for two pilot classrooms of the same grade for the total 10 week period. An art lesson was presented by the student teacher every day in each classroom. The remaining time was spent in the same classrooms observing, identifying student needs, developing art-related materials to be used by the classroom teacher in other disciplines, and in individual supportive advice and instruction. [Reproduced from the best available copy.] (Author/JM)

ED 069 837 UD 013 066

Cable, Greg

Parents and Projects at Park School.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 72

Note—68p.; Research Service Report 107

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Community Involvement, *Conflict, Disadvantaged Youth, Economically Disadvantaged, Educational Problems, *Family School Relationship, *Inner City, Low Achievers, Reading Achievement, *School Community Relationship, Secondary Education, Student Placement, Urban Education, Values

Identifiers—*Canada

This report is a narrative account of the development of community involvement at Park School, Toronto, following the conflict which developed in the late 1960's and which reached its peak in 1970. In Park School, the process of community involvement has been characterized by bitterness, hostility, and distrust. After September 1970, with the assignment of new personnel and the formation of new structures—the Task Force and the Park School/Community Council—a new context of school-community relations was created. In this context, new programs were developed in an attempt to overcome the crucial problems of low reading ability and the isolation of the school from its surrounding community. The basic problem remains at Park, as at other inner city schools—children from working-class

homes simply do not do as well in school as middle-class children do; the correlation between low occupational category and placement in special education programs has been paralleled by a similar correlation between attendance at inner city schools and both low scores on reading tests and placement in two-year secondary school programs. What is generally agreed to be a basic cause is that the home and the school in low socio-economic areas are engaged in a conflict of values. [Due to the quality of the original, parts of this document are only marginally legible.] (Author/JM)

ED 069 838 UD 013 067

Sloan, Irving

The Negro in Modern American History Textbooks. Fourth Edition. An Examination and Analysis of the Treatment of Black History in Selected Junior and Senior High School Level History Textbooks, as of September 1972. Curricular Viewpoints Series.

American Federation of Teachers, Washington, D.C.

Pub Date Sep 72

Note—90p.

Available from—American Federation of Teachers, Order Dept., 1012 Fourteenth St., N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Book Reviews, Civil War (United States), Colonial History (United States), *History Textbooks, Negro Culture, *Negro History, Negro Institutions, Negro Leadership, Negro Organizations, Negro Role, Reconstruction Era, Revolutionary War (United States), *Secondary Grades, Slavery, *United States History

This booklet comprises a compendium of reviews of the following American-history texts on the junior-high school, senior-high school, or junior-senior-high school levels: (1) "Perspectives in United States History," Hovmeyer, et al.; (2) "Quest for Liberty," Chapin, et al.; (3) "Rise of the American Nation," Todd, et al.; (4) "The People Make a Nation," Sandler, et al.; (5) "A People and a Nation," Hofstadter and Ver Steeg; (6) "The Americans: A History of the United States," Fenton; (7) "America: A Modern History of the United States," Freidel and Drewry; (8) "American History for Today," Branson; (9) "Liberty and Union: A History of the United States," Wilson and Spiro; (10) "The American Experience," Madgic, et al.; (11) "Adventures in American History," Glanzrock; (12) "The Impact of Our Past: A History of the United States," Weisberger; (13) "Exploring Our Nation's History," Schwartz and O'Connor; (14) "Building the United States," Reich, et al.; (15) "One Nation Indivisible," Heller and Potter; (16) "The Promise of America," Gordon and Bragdon; (17) "America, Its People and Values," Wood, et al.; (18) "The Shaping of America," Curry, et al.; and, (19) "A New History of the United States: An Inquiry Approach," Bartlett, et al. (JM)

ED 069 839 UD 013 068

Cronch, George A., Jr.

District Evaluator's Handbook of Selected Evaluation Procedures for Categorically Aided Programs Serving Disadvantaged Learners.

New York State Education Dept., Albany. Div. of Evaluation.

Pub Date 72

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, *Compensatory Education Programs, Data Analysis, Data Collection, Disadvantaged Youth, Educational Accountability, Educational Resources, *Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, *Program Evaluation, Remedial Instruction, Sampling, School Districts, Statistical Analysis

Local district personnel are responsible for collecting evidence that categorically aided projects have an impact upon disadvantaged learners' behavior. The district personnel requested assistance in designing evaluation methods to meet their needs. In keeping with the State Education Department's policy of maximizing service to the field, this handbook was developed by the Bureau of Urban and Community Programs Evaluation to assist local coordinators assemble defensible data and provide the best information for the decision makers who must select treatments for their respective disadvantaged learner

population. The contents of the handbook were assembled in a format that outlines application only. It provides selected applications as they seem relevant to the construction of behavioral objectives, the development of defensible sampling plans, and the analysis of data collected under definable evaluation designs. In addition, an appendix provides both actual illustrations of evaluation designs currently being applied to Title I ESEA projects and an evaluation flow chart for planning. (Author/JM)

ED 069 840 UD 013 069
Bilingual Education: A Statement of Policy and Proposed Action of the Regents of the University of the State of New York. Position Paper Series, Number 16.

New York State Education Dept., Albany.
Pub Date Aug 72
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Disadvantaged Youth, Educational Change, Educational Needs, Educational Objectives, Educational Opportunities, *Educational Policy, Educational Resources, English (Second Language), Policy Formation, *Spanish Speaking, *State Departments of Education, Urban Education

Identifiers—*New York

The primary goal of the Regents in their bilingual education program is to provide equal educational opportunity for non-English-speaking children through activities capitalizing on their proficiency in their native language and developing competency in English. Two complementary goals are inherent: (1) a vitally needed national resource, the bilingual adult, will be developed and (2) the total learning community—pupils, lay persons, teachers, administrators—will profit from the contribution of bilingual education to promotion of better understanding among people. The Regents direct that such priorities as the following be established: (1) develop individualized teaching strategies and supportive curriculums that reflect the particular needs of the bilingual-bicultural child; (2) reallocate present funds for programs for non-English-speaking pupils in the areas of occupational education, general education, higher education, early childhood education, adult education, drug education, and education of the handicapped; and, (3) require increased use of E.S.E.A Title I and Urban Education funds for bilingual and English as a second language programs. [Spanish translation of this document is available from the New York State Education Department, Albany.] (Author/JM)

ED 069 841 UD 013 098
Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education. Volume 2.

New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date 72
Note—453p.
Available from—Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Dependents, Disadvantaged Youth, Drug Addiction, Educational Facilities, *Educational Finance, Educational Objectives, *Elementary Education, *Equal Education, Extended School Year, Language Handicaps, *Secondary Education, Social Problems, Student Transportation, Violence

This volume of the report of the New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education is organized in five parts, the contents of which are as follows: Chapter six, "Curriculum" includes discussions of such topics as the goals of public education, reading and mathematics, children with English-language difficulties, gifted and talented students, and developing and maintaining contemporary instructional materials. Chapter seven, "Secondary Education," discusses proposals to reorganize the last six years of public schooling and provide a number of educational options for students in Grades 11 and 12. Chapter eight, "Non-instructional needs," discusses three topics: facilities acquisition, pupil transportation, and the continuous learning year. Chapter nine, "Children with special needs," encompasses discussions of the problems of han-

dicapped children; and of dependent, neglected, and delinquent children, and "persons in need of supervision." Chapter ten, "Societal problems in the schools," includes discussions of violence in the schools, drug addiction, and venereal disease. [For Volume 1 of the Report, see ED 061 391; for Volume 3, UD 013 099.] (JM)

ED 069 842 UD 013 099
Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education. Volume 3.

New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date 72
Note—585p.
Available from—Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—Cooperative Programs, Decentralization, Educational Accountability, *Educational Change, *Educational Finance, Educational Policy, *Elementary Education, *Equal Education, Governance, Policy Formation, School Community Relationship, *Secondary Education, Teacher Certification, Urban Schools

This volume of the report of the New York Commission on the Quality, Cost and Financing of Elementary and Secondary Education is organized in four parts. Chapter 11, "Governance," discusses local control and citizen participation; the local school district; BOCES (Boards of Cooperative Educational Services) and regionalism; and, performance accountability. Chapter 12, "New York City: a special case," is organized in two parts. The first part discusses "the decentralization law: article 52-A of The Education Law as Added by Chapter 300 of the Laws of 1969"; while the second is concerned with "school policies and governance since the decentralization law." Chapter 13, "Educators and educational policy," comprises discussions of productivity gains in education, increased quality in education, future state policy in an age of teacher surplus, educational technology, instructional equipment and supplies, tenure, the New York City Board of Examiners, working conditions of teachers, sex discrimination in administrative posts, contracting out, and open education programs. Chapter 14, "Schools for tomorrow: a summing up," recapitulates the findings and recommendations covered in the Report. [For Volume 1 of the Report, see ED 061 391; for Volume 2, UD 013 098.] (JM)

ED 069 843 UD 013 107
Marascuilo, Leonard A.

Follow Up Study of Student Attitude Toward School Reorganization of the Public Schools of a Northern City. Final Report.

California Univ., Berkeley.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-01-050
Pub Date Jan 72
Grant—OEG-9-70-0027(057)

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ethnic Relations, High School Students, *Integration Effects, *Junior High School Students, Racial Attitudes, Racial Integration, Research Methodology, *School Integration, Social Attitudes, Social Relations, Student Attitudes, Student Transportation, Surveys, *Transfer Programs

Identifiers—*California

In September 1964, students in the three junior high schools of the Berkeley, California community entered segregated eighth, ninth, and tenth grades. Near the end of the first year of the desegregation program, the principal investigator was asked by the School Board to make a survey of the students' attitudes toward the program. Following the second year of the program, the principal investigator was again asked to conduct a survey to determine what changes in attitude had occurred over the past school year. The investigation reported here is the third in this series of surveys, and is designed to measure the attitudes of graduating high school seniors to a school integration program that began when the students were enrolled in seventh grade classes in the community. By means of a mail survey conducted in the summer of 1970, students were

asked questions concerning interracial friendships they made and developed during school, their experiences with interracial violence and aggression, their evaluation of the pursuit of education in an integrated school, their perception of social mixing on the part of other students, the quality of education they received in integrated classes, and their own experiences with interracial dating. (Author/JM)

VT

ED 069 844 VT 015 247

Pratzner, Frank C., Ed. Walker, Jerry P., Ed. Programmatic Research and Development in Education: Positions, Problems, Propositions.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—99p.; R&D series 70

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Improvement, Educational Planning, *Educational Research, Models, Research Design, *Research Needs, *Research Problems, *Vocational Education

Identifiers—*Programmatic Research

The papers in this volume are directed toward the problems of delineating and developing programmatic, directed, or targeted research and development. Because the authors represent a variety of research and development contexts both in and outside the educational system, the report is broadly representative of current thinking on programmatic research and development. The papers include: (1) "Programmatic Change" by Daniel L. Stufflebeam, (2) "Some Conceptions of Programmatic Research and Development" by Hendrick D. Gideonse, (3) "The Convergence Technique: An Alternative Strategy for Programmatic Research and Development" by Louis M. Carrese, (4) "A Model for Educational Development" by John K. Hemphill, (5) "Managed Research in Vocational Education" by Jerome Moss, Jr., (6) "Programmatic Research and Development at the Center for Vocational and Technical Education" by Edward J. Morrison, and (7) "The Work Adjustment Project" by Rene V. Dawis. A final section provides the editors' comments on the ideas presented in the papers. (BH)

ED 069 845 08 VT 016 290

Cotrell, Calvin J. And Others. Model Curricula for Vocational and Technical Teacher Education: Report No. V. General Objectives, Set II.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—R&D-Ser-78

Bureau No—BR-7-0158

Pub Date Sep 72

Grant—OEG-3-7-000158-2037

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, *Curriculum Development, Guidelines, Instructor Coordinators, Job Analysis, *Models, Occupational Guidance, Program Coordination, Program Development, Program Evaluation, Program Planning, School Community Relationship, *Teacher Education, *Teacher Education Curriculum, Teachers, Vocational Education, Youth Clubs

In this document, performance-oriented general objectives intended as guidelines for writing specific objectives for vocational and technical teacher education curricula are presented. These general objectives result from an extensive enumeration and analysis of important pedagogical performance requirements for teachers of conventional programs and teacher-coordinators of secondary cooperative programs. An introductory chapter describes the development of the objectives and presents the format and ways to use this

report. The objectives are presented in 10 chapters, one chapter for each of the 10 major classifications of functions required of teachers and teacher-coordinators. A final chapter suggests ways to use the guidelines. Illustrations are provided for the development of a conceptual framework for modules in the execution of instruction category, a sample module with performance objectives, and learning experiences and assessment instruments based upon the materials provided in a general objective. Suggestions also are made for the development of performance objectives based upon general objectives in other categories of pedagogical functions. (Author)

ED 069 846

VT 016 587

Kohen, Andrew I.

Determinants of Early Labor Market Success Among Young Men: Ability, Quantity and Quality of Schooling. A Preliminary Report.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA 81-37-70-18

Pub Date May 71

Note—43p.; Ph.D. Dissertation, Ohio State University

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 208 638, \$9.95, HC \$3.75)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Dropouts, Educational Background, Employment Experience, Hypothesis Testing, Longitudinal Studies, *Males, Multiple Regression Analysis, Negro Employment, Out of School Youth, Socioeconomic Background, *Socioeconomic Status, *Success Factors, *Youth Employment.

As part of a doctoral dissertation, this preliminary analysis of a probability sample, based on data from a national longitudinal study of young men's educational and labor market experiences, examined the determinants of differentials in early labor market success, as measured by hourly earnings and Duncan's index of social status of occupation. The path analysis technique of multiple regression was used with data for about 1,500 men aged 18 to 24 who had at least begun high school but were not in school when interviewed in 1966. This study tested the hypothesis that labor market success could be differentiated by family socioeconomic level, race, educational inequalities, length of schooling, academic ability, and other factors. The number of years of schooling completed was found to be the single most important factor in achieving early job success. Current racial discrimination affected the early occupational success of young black men adversely. (Author/AG)

ED 069 847

VT 016 647

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—174p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly—one year \$11.00, two years \$18.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to

develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service (VT016 648). Others are available from the source identified in the abstract. (CD)

ED 069 848

VT 016 942

Daugherty, Ronald D. And Others. Accident Investigation Technician Instructor Training Institute. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date Oct 72

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, *Curriculum Development, Curriculum Guides, *Inservice Teacher Education, Investigations, Lesson Plans, Post Secondary Education, Subprofessionals, *Teacher Workshops, *Technical Occupations, *Traffic Accidents

To assist States in implementing Highway Safety Program Standard 18, "Accident Investigation and Reporting", the National Highway Traffic Safety Administration funded an instructor training program for a new occupational field in highway safety, accident investigation technician. The Center for Vocational and Technical Education executed this program by developing a curriculum model and by conducting five regional training workshops. The workshops had two purposes, the primary one to evolve a basic curriculum package from the model and the secondary to train instructors and improve teaching skills. The curriculum package consisted of a course guide, the instructor's lesson plan guide, and a student study guide. The workshops provided 30 hours of teacher training for the 64 participants from 35 States, a nationwide sampling selected for their knowledge of accident investigation and major teaching or coordinating responsibilities. The curriculum package developed at the workshops is not a final product; field testing and evaluation will be performed before acceptance and publication. The report includes pre-workshop information, workshop programs, and participant evaluation forms. (CD)

ED 069 849

VT 017 027

Evaluation of the MDTA Institutional Individual Referral Program. Final Report.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 72

Note—184p.; R-MEL-72-08

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Opportunities, Guidance Services, Instructional Staff, *Job Training, *Manpower Development, Program Administration, Program Costs, *Program Effectiveness, *Program Evaluation, Student Characteristics, Teacher Qualifications, Teaching Methods

Identifiers—Individual Referral (IR) Programs, *Manpower Development and Training Act

The major purposes of this evaluation were to: (1) assess the effectiveness of the Individual Referral (IR) program in providing training in broadening occupational choices and in making institutional training available to enrollees in areas where class-size projects are not feasible; (2) develop comparable data on such items as trainee characteristics, staff qualifications, program costs, and performance information to make valid comparisons with data from other sources; (3) determine the availability and effectiveness of counseling and other supportive services; and (4) identify exemplary programs and practices suitable for replication. To fulfill these purposes, interviews were conducted with appropriate officials of the Departments of Labor and of Health, Education and Welfare and with appropriate state officials. In addition a review was made of records relating to IR programs in 12 states and on-site visits to 92 IR institutions. Some general conclusions were: (1) the IR program provides a wider range of occupational offerings (mainly for men) and a longer training period, at a lower cost to the federal government,

than any other form of training; and (2) the approach to training is traditional "locked-step" rather than individualized and lacking in innovative features. (SB)

ED 069 850

VT 017 055

Evaluation of the Effectiveness of Institutional Manpower Training in Meeting Employers' Needs in Skills Shortage Occupations. Final Report.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 72

Note—354p.; R-MEL-72-07

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Vocational Education, *Demand Occupations, Employer Attitudes, Employment Services, *Failure Factors, *Federal Programs, Labor Market, Labor Turnover, *Manpower Development, Manpower Utilization, *Program Effectiveness, Program Evaluation, Tables (Data), Vocational Development

Identifiers—*Manpower Development and Training Act, Skills Shortage

Reasons for the failure of the Manpower Development and Training Act (MDTA) of 1962 to meet its major objective of alleviating skills shortages are recorded and analyzed. The lack of skills shortages was admitted to be the main reason for the shortcomings in performance, although the term "skills shortage" had yet to be defined and skills shortage occupations had not been identified. Of 905 demand occupations identified in 14 labor market areas, 156 occupations fell within MDTA's scope and of these, there were institutional manpower training programs for 88. Other inhibitors of program effectiveness and related problems include: (1) lack of a system to define or identify demand occupations at the local level, (2) restrictions imposed on present job training programs, and (3) the questionable benefits to be derived by adding additional training programs. Data were collected nationally by examining hard-to-fill job orders at government employment services, performing a want-ad analysis, and interviewing over 25 employers as well as others knowledgeable about manpower conditions. Numerous tables present the data. (A few pages may be illegible.) (AG)

ED 069 851

VT 017 093

Lambrecht, Judith J. And Others.

An Evaluation Through Field Testing of Individualized Instruction Materials in Wisconsin Post-Secondary Institutions. Final Report and Appendices.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Aug 72

Note—278p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Ability Identification, Educational Research, *Effective Teaching, *Individualized Instruction, *Post Secondary Education, *Program Evaluation, *Vocational Education

Identifiers—Wisconsin

To determine the relative levels of achievement of students enrolled in courses designed to permit individualized instruction and to determine those courses or instructional aspects considered effective or ineffective in achieving objectives, achievement data on 1,204 students within the post-secondary institutes of the Wisconsin vocational education system were gathered from school records, and background data were obtained by questionnaire. Critical incidents were obtained through personal interviews with 224 students and 28 teachers. Analyses were performed contrasting student achievement and the critical incidents across subject areas, across technical school districts, within separate subject areas, and across five models of individualized instruction and four class scheduling patterns. Some principal findings were: (1) Higher grades and fewer course incompletes or withdrawals were received by students who possessed these characteristics, previous experience in the subject, high school graduation, and enrollment in an associate degree program; and (2) Course characteristics which were most effective included student-pacing of their own programs, use of pretesting to place students within a course, student selection of special study topics, and use

146 Document Resumes

of different types of testing procedures. (Several pages may be light.) (SB)

ED 069 852 VT 017 098

Ward, Ted Durst

Public Supported Instruction in Economics of Farm Business Management in Iowa.

Pub Date 72

Note—212p.; Ph.D. Dissertation, Iowa State University of Science and Technology

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-3945, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adult Farmer Education, *Agricultural Education, *Farm Accounts, *Farm Management, Farm Occupations, Instruction, *Instructional Programs, Post Secondary Education, Secondary Education, Technical Education, *Vocational Agriculture

Identifiers—*Farm Business Management Programs, Iowa

As an outgrowth of a larger research effort in which six subject matter areas were compared, this doctoral thesis is an in-depth analysis of the content and emphasis placed on identified units of instruction in the economics of farm business management by personnel in Iowa's public supported institutions. The study involved a sample of 75 vocational agriculture departments, a sample of 75 counties, and all post-secondary area schools that provided farm business management programs in Iowa. Twelve instructional units selected for investigation included such topics as records and record analysis, marketing, machinery management, farm credit, and planning the farm business. The mean hours of instruction that were provided for various classes of students are described and presented in tabular form. Findings, recommendations, tables and appendices are included. (SN)

ED 069 853 VT 017 099

Wyatt, Windol Lee

Public Supported Instruction in Animal Science in Iowa.

Pub Date 72

Note—195p.; Ph.D. Dissertation, Iowa State University of Science and Technology

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Animal Science, *Curriculum Evaluation, Doctoral Theses, Educational Research, Extension Education, Individual Characteristics, *Instructional Programs, Post Secondary Education, *Program Content, Program Evaluation, Secondary Education

Identifiers—Iowa

This study was initiated to determine the content and emphasis in animal science instruction by local vocational agriculture departments, extension services, and post-secondary schools in Iowa and to investigate the effects of leaders' characteristics and the geographic and economic areas on the content. From a total population of 75 counties, 75 secondary schools, and all area schools offering programs in the field, subdivisions of each economic area were made. A random sample of 5 schools and 5 counties for each of the 3 subdivisions was then selected. An analysis of data collected from subject matter survey forms and teacher questionnaires revealed that the areas of study emphasized most were: (1) swine, (2) beef cattle, (3) animal nutrition, (4) dairy cattle, and (5) sheep. The major influencing characteristics cited as instructional variables were: (1) supervisory visits and farmer attendance in the classroom, teaching experience, graduate credits, enrollment and semesters completed by the teacher in preparation, and total instructional contacts in the extension classes. Tables and appendixes supplement the study. (SN)

ED 069 854 VT 017 100

Bode, John Cornelius

Criteria for Determining Probable Success of Future Teachers of Vocational Agriculture.

Pub Date 72

Note—120p.; Ph.D. Dissertation, Iowa State University of Science and Technology

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-3858, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, Doctoral Theses, *Failure Factors, *Performance Criteria, Performance Factors, Predictor Variables, *Success Factors, *Teacher Characteristics, Teacher Qualifications, Teaching Quality, Teaching Skills, *Vocational Agriculture Teachers

This study was initiated to investigate criteria which might serve as predictors of success in the teaching of vocational agriculture in Iowa schools and to identify factors contributing to teacher success or lack of success. The sample comprised 128 Iowa State University graduates who qualified to teach vocational agriculture during the period of 1956 through 1970 and were actually involved in teaching in 1972. Evaluation of teacher success was obtained from questionnaires sent to the high school principal, the high school instrumental music director, the president of the local chapter of Future Farmers of America, and the county extension director for each teacher in the sample. An analysis of the data revealed that: (1) Characteristics associated with success among these teachers were dedication, industry, the maintenance of good interpersonal relationships, command of subject matter, instructional versatility, involvement and cooperation in community activities, and selection of relevant subject matter; (2) Contributing most to lack of success was the inability of teachers to maintain discipline in the classroom; and (3) Grade-point average of the teacher during his college years was not found to be a valid predictor of success. (SN)

ED 069 855 VT 017 106

Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date 72

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Groups, Educational Innovation, Goal Orientation, *Handicapped, Program Administration, Program Descriptions, Program Effectiveness, *Program Evaluation, Resource Materials, *State Programs, Tables (Data), Technical Education, Vocational Development, *Vocational Education

Identifiers—*Wisconsin

This study assesses the programs and services offered to persons with special needs in Wisconsin, focusing on their appropriateness and availability. Its overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs in this area, including an evaluation of possible strengths and weaknesses, (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin, and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in the 1968 Vocational Education Amendments. Specifically, the objectives of this study include: (1) an evaluation of program effectiveness in meeting educational goals in this area, (2) a determination of the degree to which vocational programs serve the disadvantaged and handicapped, (3) a description of the administrative structure and delivery system for these services, (4) an identification of program output, and (5) the highlighting of several ongoing projects. (Author/AG)

ED 069 856 VT 017 188

Career Development Program. A Report of the Pre-Program Development Study Concerning the Milwaukee Career-Development Program.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Education, Madison.

Pub Date Sep 72

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Community Programs, Dropout Prevention, *Educational Needs, Educational Research, *Program Evaluation, School Surveys, *Student Needs, *Vocational Development, Vocational Education

Identifiers—Milwaukee

Operating under the presupposition that there exists in the Milwaukee Public School System a population of high school youth whose educational needs are not being met through present programs, this study was directed toward ascer-

taining the dimensions of the problem, including defining the population and its educational needs, determining to what extent these needs are being fulfilled, and proposing alternatives if warranted. Activities carried out during the study included: (1) selection of four secondary schools for intensive study, (2) administration of a questionnaire to assess student perceptions and value orientations, (3) development of school-community profiles for each of the 15 schools in the district, and (4) a national canvass of all school systems with a student population of over 50,000. Results of the study revealed that there is an identifiable need for a career development program and, within the context of career development, a need for expanded vocational education opportunities. The greatest need appears to be in the inner-city schools. However, the study indicates that a majority of the students who are disenfranchised by the school system are not exclusively in inner-city schools; hence, the phenomenon of student dissonance should be recognized as a city-wide concern. On the basis of the results of this study, it is recommended that the concepts of career education and community-based education be combined into a program of career development. (Several pages may be light.) (SB)

ED 069 857 VT 017 193

Research and Development Project for the Establishment of Career Education: K-12 in Regional District 13. Final Report.

Connecticut Regional School District 13, Durham.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 1 Jun 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Career Education, *Educational Needs, *Educational Objectives, Elementary Grades, High Schools, Middle Schools, Program Planning, *Regional Planning, Research Projects, Resource Materials, School Community Relationship, School Industry Relationship, *Statistical Surveys, Vocational Development

Identifiers—*Connecticut

A research and development staff consisting of six teachers from various disciplines, together with a school-community advisory committee comprised of members of the business community, parents, and students, was established to research a career education program for Connecticut Regional District 13. Through a literature review and the results of four surveys sent to teachers, parents, students, and industry, it was concluded that: (1) A need and interest for a career education program for Kindergarten through Grade 12 does exist; (2) This program should be integrated into the curriculum; (3) School-industry and school-community cooperation will permit work experience opportunities, provide resource materials, and provide advice, and (4) The program's success will depend on the establishment of curriculum committees, in-service teacher workshops and training, and the appointment of a qualified career education coordinator. General objectives and recommendations for the district are stated, followed by more specific objectives and recommendations for the elementary, middle, and high schools. For each objective, possible methods of implementation are outlined. A 4-phase career education program would include: (1) the development of a positive self-image, (2) awareness of the world of work at the elementary level, (3) vocational exploration for the middle grades, and (4) direct occupational experiences at the high school level. (AG)

ED 069 858 VT 017 429

Career Education: A Position Paper.

Nebraska State Dept. of Education, Lincoln.

Pub Date 72

Note—21p.

Available from—Nebraska State Dept. of Education, 233 South 10th St., Lincoln, Nebraska 68508

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Community Involvement, Curriculum Design, Educational Objectives, *Educational Philosophy, *Educational Policy, *Guidelines, Program Planning, *State Boards of Education, Teacher Education, Vocational Development

Identifiers—*Nebraska

This paper sets forth the position of the Nebraska State Department of Education regarding career education in order to provide a basis for the development of additional materials and assistance which will facilitate the establishment of career education programs in Nebraska schools. Career education is viewed as a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying work role. In addition to defining career education, this paper offers a discussion of: (1) a rationale for career education, (2) basic concepts of career education, (3) components of a career education program, including curriculum design, teacher preparation, and community involvement, and (4) guidelines for implementing a career education program. (SB)

ED 069 859 VT 017 430
A Position and Policy Statement for Career Education. Career Development in Nevada.

Nevada State Dept. of Education, Carson City.
 Div. of Vocational-Technical and Adult Education.

Pub Date Jul 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Objectives, *Educational Philosophy, *Educational Policy, *State Boards of Education, Student Characteristics, Vocational Development Identifiers—*Nevada

Career education is a comprehensive education program focused on careers and an educational process where people gain knowledge, attitudes, awareness, and skills necessary for career success. It is the position of the Nevada State Board of Education that career education is needed by and intended for all people, and the goal for Nevada is to develop a comprehensive system of career education programs and services. In addition to offering the position and policy of Nevada, this paper provides a definition of career education, ways in which the educational system can develop student potential, and student characteristics that should result from a career education program. (SB)

ED 069 860 VT 017 431
A Reassessment of Wisconsin's Allied Health Occupations Education Programs.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Health Occupations Education, *Manpower Development, Manpower Needs, Manpower Utilization, Program Descriptions, *Program Development, *Program Evaluation, Secondary Grades, State Agencies, *State Programs, Tables (Data), Vocational Development, Vocational Education Identifiers—*Wisconsin

This study, conducted in response to the requirements of Wisconsin's State Advisory Council for Vocational Education as delineated in the Vocational Amendments of 1968, focuses specifically on the impact of Federal vocational education funds on State health occupations education programs. The six chapters deal respectively with: (1) the identification and description of State organizations and agencies concerned with health delivery services and health manpower, (2) health manpower data, including employment projections, (3) a rural health survey in Barron County, (4) programmatic efforts in health occupations, (5) a discussion of these activities at the secondary level, and (6) professional development concerns. Recommendations of the advisory council are included. Numerous tables and maps present the data. (AG)

ED 069 861 VT 017 432
Springfield's Trajectory Occupational Program: Report.

South Dakota Univ., Springfield.
 Spons Agency—South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.

Pub Date Oct 72

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, *Career Planning, *College High School Cooperation, Developmental Programs, Grade 11, Occupa-

tional Guidance, Program Descriptions, Program Evaluation, *Residential Programs, Resource Materials, *Rural Youth, Self Evaluation, *Student Centered Curriculum, Summer Programs, Vocational Development

Identifiers—Career Exploration, *Springfields Trajectory Occupational Program, STOP

The Springfield Trajectory Occupational Program (STOP), designed to provide a 23-day residential occupational exploration program for 90 11th grade students from small South Dakota high schools, utilizes industrial field trips, self-evaluation, group and individual counseling, laboratory projects and dormitory activities in a multi-media approach to career planning. For each participant, a summary report was returned to his high school. The student-centered developmental program included in-depth exploration of six occupational areas, living in college housing with dorm "parents" and eating in college dining facilities. The project's success demonstrates that a summer residential approach for providing occupational, social, and personal development for students from rural areas is highly productive. Program descriptions, given separately for each of the 2 years, include participant and staff evaluations. Various program forms are appended. (AG)

ED 069 862 VT 017 440
Drawbaugh, Charles C. Merritt, Richard H.

New Jersey Manpower Needs in Natural Resources and/or Agriculture.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—New Jersey Council on Vocational Education; New Jersey State Dept. of Agriculture, Trenton; New Jersey State Dept. of Education, Trenton.

Pub Date 72

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Agribusiness, Economic Change, *Employment Opportunities, Employment Patterns, *Employment Projections, Labor Market, Manpower Development, *Manpower Needs, *Natural Resources, State Surveys, Tables (Data), Vocational Development

Identifiers—Labor Force Participation, *New Jersey

In order to meet the needs of educational planners this study was made to determine present and projected employment opportunities in New Jersey in natural resources and agriculture in respect to: (1) full, seasonal, and part-time employment, (2) desirable level of education for specific jobs, (3) salary characteristics, and (4) descriptive labor market information. The total population of agribusinesses was stratified and sampled with a mail questionnaire, using the job title as the major unit for data analysis. The agribusinesses were basically stratified by (1) the 23 business categories, (2) the northern, central, and southern geographical regions of New Jersey, and (3) business size as defined by no employees, 1 to 25 employees, and 26 or more employees. Changing employment patterns were projected from 1971 to 1976, including a 30.7 percent increase in full-time positions from 665,757 in 1971 to 85,930 in 1976, corresponding to a 17.2 percent decrease in seasonal or part-time positions from 55,548 in 1971 to 45,974 in 1976. A need was indicated for 19,627 additional full-time workers, although there would be a surplus of 4,434 seasonal or part-time workers. Numerous tables present the data. (Author/AG)

ED 069 863 VT 017 452
Jacobi, Eileen

American Nurses' Association Nursing Research Conference (8th, Albuquerque, New Mexico, March 15-17, 1972).

American Nurses' Association, New York, N.Y.
 Spons Agency—Public Health Service (DHEW), Arlington, Va. Div. of Nursing.

Pub Date Mar 72

Note—323p.

Available from—American Nurses' Association, Inc., 10 Columbus Circle, New York, New York 10019 (\$5.75)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Educational Research, Health Occupations Education, *Medical Research, *Nursing, Research Projects, *Research Skills, Skill Development

Identifiers—American Nurses Association

A total of 96 nurses who are conducting or teaching research attended a 2-day conference

designed to increase competencies of nurse researchers in scientific investigations and in critically evaluating research. Some of the papers presented during the conference were: (1) "Appraising the Quality of Nursing Care" by E. Hagen, (2) "The NPSE: A Nursing Performance Simulation Instrument" by V. F. Gover, (3) "Discrimination Between Patient Cues and Inferences by Nurses" by B. D. Pearson, (4) "Understanding Hospitalized Children Through Drawings" by J. W. Fleming, (5) "A Panel Study Comparing Self-Reports of Baccalaureate and Diploma Nurses Before Graduation and After Their First Work Experience in Hospitals" by S. A. Smoyak, and (6) "A Study of Planned Change in Nursing" by R. M. Anderson. Texts of these and other research papers are included in this report along with critiques of several of the papers. The conference program and listings of participants, the advisory committee, and American Nursing Association staff are appended. (SB)

ED 069 864 VT 017 453
Somers, Gerald Roomkin, Myron

Training and Skill Acquisition: A Pilot Case Study.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—269p.; DLMA-81-55-71-04

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Case Studies, *Industrial Training, *Inplant Programs, Job Skills, *Job Training, Methodology, On the Job Training, Semiskilled Occupations, *Skill Development, Skilled Occupations, Surveys, Transfer of Training

Although it was generally recognized that the acquisition of productive skills occurred mainly in private industry, either through formal company training programs or simply through "learning by doing," very little specific information about such training was available. This study of the inplant training procedures of one company was conducted to provide data on industrial training practices to determine the relative benefits of different types of skills acquisition training, to examine the transferability of skills, and to evaluate the methodological techniques used in surveys of company training programs. It was found that a combination of classroom and on-the-job training resulted in quicker promotion and higher salaries for employees than either of these forms of training alone. Previous education and training was found to reduce the amount of job training required. A shutdown of the plant being studied did not provide an appropriate test of transfer of skills from that plant to other employment, although the prior skill development was a major influence in transfer to new jobs. Recommended methods of data gathering for future surveys included a combination of personal interviews and mail questionnaires. (MF)

ED 069 865 VT 017 455
Rosenthal, Doris Agran, Phyllis

Introduction to Allied Health Careers. Teacher's Manual. Secondary School Pilot and Demonstration Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 72

Note—567p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Behavioral Objectives, Cooperative Education, Curriculum Design, Demonstration Projects, Grade 10, *Health Occupations, *Health Occupations Education, Health Personnel, Individualized Curriculum, Learning Activities, Manuals, Occupational Information, *Pilot Projects, Resource Materials, Secondary Grades, *Teaching Guides, Teaching Procedures, *Vocational Education Identifiers—Beginning Competence

This teaching manual covers a 1-year introductory program for Grade 10 for various allied health occupations as part of a 3-phase individualized, integrated curriculum entitled "The Health Care System," which includes work study and optional cooperative education. Field trips, field experiences, and exploratory work experience in health care facilities supplement classroom learning activities for these three modular units: (1) an orientation to the health

care system, which provides an overview of its occupations, problems, and practices, (2) eight fictitious case histories which introduce students to the functions and responsibilities of health care personnel, and (3) three units dealing with preparation for field work at a hospital, the actual experience, and a summation unit. This federally funded pilot and demonstration project was developed by the project staff with the aid of a national advisory committee of leaders in the health care field. Instructions on using the manual and a discussion of the curriculum philosophy and design are included. Learning activities, teaching procedures, and general and specific behavioral goals and objectives are provided, in addition to resource and reference lists and materials. (Several pages may be light.) (AG)

ED 069 866 VT 017 456
Christoffersen, Sandee Kosmo

A Study of Audio-Visual Needs as They Relate to Presenting an Effective Public Informational Program about VTAE Career Opportunities in District One. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Educational Opportunities, Educational Research, Grade 8, Grade 12, *Information Sources, Newspapers, *Occupational Information, Students, *Surveys, Television, *Vocational Education, Vocational Interests, Work Attitudes

Identifiers—Wisconsin

To determine what the public of District One of the Wisconsin Board Of Vocational, Technical, and Adult Education (VTAE) knows and understands about its career education opportunities and how this information was acquired, a representative sample of the 221,000 persons (including adults as well as students in Grades 8 and 12) were surveyed concerning their career information sources, knowledge, interests, and attitudes. This information was then related to career opportunities in the District. The results revealed that Grade 8 and 12 students preferred television as a source for career information, while adults thought daily newspapers were better career information sources. Awareness of VTAE by the survey population was not a problem, but they frequently did not realize the variety of offerings and opportunities available to persons in employment training. General goals for over one-third of them included colleges, while one-fifth to one-fourth were destined for a vocational-technical school and an equal amount for employment. The main career interests of students tended to be in business and office, health, public services, and transportation. These career decisions were influenced by parents, teachers, brochures, friends, television, magazines, and career days. (SB)

ED 069 867 VT 017 457
Bortz, Richard F.

A Comprehensive Careers Cluster Curriculum Model. Health Occupations Cluster Curriculum Project and Health-Care Aide Curriculum Project.

Southern Illinois Univ., Carbondale. Div. of Vocational and Technical Education.

Pub Date Jun 72

Note—86p.

Available from—School of Engineering and Technology, Health Occupations Project, Southern Illinois University, Carbondale, Illinois 62901

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), Career Education, Community Involvement, *Curriculum Design, Developmental Programs, Developmental Tasks, Factor Analysis, Goal Orientation, *Health Occupations Education, Health Personnel, Literature Reviews, *Models, *Occupational Clusters, Program Development, Resource Materials, Secondary Grades, Vocational Development

Identifiers—Career Awareness, Career Exploration

To prepare learning materials for health careers programs at the secondary level, the developmental phase of two curriculum projects—the Health Occupations Cluster Curriculum Project and Health-Care Aide Curriculum Project—utilized a model which incorporated a key factor analysis technique. Entitled "A Comprehensive Careers Cluster Curriculum Model," five career cluster axes, five developmental career component models, and two auxiliary modules were proposed. The career cluster axes included: (1) applied biological and agricultural careers, (2) business, marketing, and management careers, (3) health careers, (4) industrial-oriented careers, and (5) personal and public service careers. The developmental modules included: (1) elementary school-based, (2) secondary school-based, (3) secondary school and community-based, (4) community-based, and (5) occupational entry. This fifth module contains three options: (1) extended self-actualization, (2) long-range occupational employment, and (3) immediate occupational employment. Career guidance and related academic subject matter modes constitute two additional modules. After a literature review, the project staff wrote parameters and listed developmental tasks. Course content will be developed for each module of the total curriculum model. (AG)

ED 069 868 VT 017 458

DeVore, Paul W.

Education in a Technological Society: "Access to Tools."

West Virginia Univ., Morgantown.

Pub Date May 72

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Theories, *Foundations of Education, Goal Orientation, Intellectual Disciplines, Interdisciplinary Approach, *Social Change, *Speeches, Taxonomy, Technological Advancement, *Technology, Transportation

This address deals with the phenomenon of modern technology in the context of: (1) its potential to alter society, (2) its implications as a discipline base for education, (3) specific curriculum developments necessary with technology as a conceptual frame of reference, (4) its behavioral characteristics in an "environmental continuum" and an "activity continuum" for an interdisciplinary approach to problem solving, (5) a taxonomy for transportation technology, illustrated by means of 11 diagrams, (6) nine steps for program development utilizing a specific discipline in a taxonomic approach, and (7) a future-oriented approach to education as an institution for meeting human needs. This final step for our society will require education to: (1) incorporate the study of the "Behavior of Technological and Social Systems" and (2) provide access to tools which will maximize the ability to pursue the educational system's goals. A bibliography and a diagram of a program development matrix are included. (AG)

ED 069 869 VT 017 459
Nelson, Orville

Development of a Convergence Plan for Vocational Education in Wisconsin. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 72

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Vocational Schools, *Methodology, Methods Research, Post Secondary Education, *Research Design, Research Tools, Secondary Education, Systems Approach, Techniques, *Vocational Education

Identifiers—Convergence Technique, *Wisconsin

To determine if the Convergence Planning Technique, designed to identify research components and organize them in a logical manner on a matrix for analysis, could be applied to vocational education problems in Wisconsin, questionnaires composed of problems identified through literature reviews and interviews were distributed to vocational, technical and adult education administrators and board members and the project's steering committee. Data obtained were used in the construction of a matrix which when

analyzed revealed five phases necessary to constitute a suitable research design. These phases are: (1) identification and analysis of needs, (2) development of systems designs, (3) specified sub-systems research, (4) procedures for integrating sub-systems with the existing system, and (5) evaluation. It was concluded that the Convergence Technique could be employed in vocational research planning. (SN)

ED 069 870 VT 017 460
York, Edwin G. Kapadia, Madhu

Voices for Careers.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Sep 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Annotated Bibliographies, *Career Education, Educational Resources, Indexes (Locators), Post Secondary Education, *Resource Centers, Secondary Grades, *Video Cassette Systems, Vocational Development, *Vocational Interests

Identifiers—*Career Exploration

Listed in this annotated bibliography are 502 cassette tapes of value to career exploration for Grade 7 through the adult level, whether as individualized instruction, small group study, or total class activity. Available to New Jersey educators at no charge, this Voices for Careers System is also available for duplication on request from the New Jersey Occupational Resource Center in Edison. Procedures for securing the cassettes are described, noting that this service exists to serve the needs of individual educators and is not designed to stock libraries. Listed and described under 25 major topics divided into sub-topics, these tapes utilize the voices of well-known Americans to stimulate vocational interests. A name index and topical index are included, as well as the phone numbers for the New Jersey Occupational Research and Development Center. (AG)

ED 069 871 VT 017 461
Harwood, R. Frank

Assisting Local Schools in Modifying Their Business Education Programs. Final Report.

Mississippi Univ., University.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Research, *Business Education, *Educational Needs, Program Development, Program Evaluation, *Regional Planning, School Community Relationship, Secondary Grades, *Vocational Development, Vocational Education

Identifiers—*North Mississippi, Public Law 90 576

The purpose of this year-length project was to provide the structures and procedures which can enable administrative and teaching personnel to update their business education programs in Grades 9 through 12 to fit local needs currently not being met in existing curriculums. To reduce the dropout rate, develop options in vocational education, and utilize existing resources more fully, an investigative team of 26 vocational teachers and counselors representing business education and related fields at the secondary and post-secondary level used questionnaires and interviews to gather data on six occupations: (1) accountants-bookkeepers, (2) office clerks, (3) sales clerks, (4) secretaries, (5) stenographers, and (6) administrative-management trainees. Covering 428 interviews involving 160 jobs with 112 employers in a 21-county North Mississippi area, a nation-wide research advisory committee of educators provided positive and valuable business and community feedback for the project. Recommendations presented include: (1) career guidance for Grades 7 and 8, (2) general and specific responsibilities for program initiation in Grade 9, and (3) the encouragement of the development of essential materials through research grants. (AG)

ED 069 872 VT 017 462
Ambersson, Max L. And Others

Agri-Business Manpower Report.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.

Pub Date Jun 72
Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Agricultural Occupations, Agricultural Research Projects, Agricultural Technicians, *Employment Opportunities, *Manpower Needs, Manpower Utilization, Occupational Surveys, Off Farm Agricultural Occupations, *Rural Areas, Rural Population, *State Surveys

Identifiers—*Montana

The first of a series of surveys initiated by Montana as part of a statewide study to determine employment and educational inequities which plague rural youth and adults, this report presents the results of the first phase of a long-range agricultural manpower project. To delineate the extent and nature of existing agribusiness employment opportunities so that effective vocational programs in the high schools could be developed, data were obtained from agribusiness firms throughout the State. Information collected from questionnaires, telephone conversations, and personal interviews resulted in these findings: (1) The greatest need for agricultural employees will emerge over the next 3 years; (2) The greatest demand for workers came from businesses dealing in agricultural supplies and services, and farm mechanics; and (3) Vacancies existed only in service, skilled labor, and sales positions. Implications and recommendations are included. (SN)

ED 069 873 VT 017 463

Amberson, Max L. Bishop, Douglas D.

Agricultural Production Manpower Report.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.

Pub Date Aug 72
Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Agricultural Laborers, *Labor Problems, *Labor Turnover, *Manpower Needs, Occupational Surveys, *Rural Areas, Rural Population, Seasonal Employment, *State Surveys

Identifiers—*Montana

As one of a series of surveys constituting a statewide study in Montana, this report presents findings obtained from a survey conducted to determine the state of existing farm operations relative to employment practices and to delineate manpower needs of agribusiness. An analysis of the data collected from survey instruments distributed to agricultural producers on record in the Internal Revenue Service Office as having hired personnel in 1970 revealed that: (1) General farm workers are needed on both a seasonal and full-time basis; (2) More full-time workers will be required than seasonal laborers; (3) Business expansion, increased mechanization, and the loss of family labor account for the labor shift; (4) No specific educational requirement is needed to gain employment; and (5) The pay would range from \$300 to \$550. Recommendations and implications are included. Components of the study are available as VT 017 462-017 465 in this issue. (SN)

ED 069 874 VT 017 464

Amberson, Max L. And Others

Agri-Business Manpower Project Manual.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.

Pub Date Jun 72
Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Agricultural Occupations, *Educational Needs, *Employment Opportunities, Manpower Needs, Occupational Surveys, *Rural Areas, Rural Population, *State Surveys

Identifiers—*Montana

A final segment of the Montana research effort on agribusiness manpower, this report summarizes the methods involved in and the conclusions and recommendations resulting from a study to develop an economical, efficient, and effective method of assessing current and anticipated agribusiness employment opportunities and educational needs in Montana. Data were obtained from questionnaires mailed to agribusiness throughout the State. Fifty-seven percent of the agribusinesses responded to the survey as a result of a first and second mailing and personal contacts. Findings will determine the allocation of future funds to agriculture education in the State. The following recommendations were made as a result of experience gained in this survey: (1) Procedures for such studies should be further refined; and (2) Funds should be allocated for the maintenance of up-dated files on agribusiness employment. Related documents are available as VT 017 462-017 465 in this issue. (SN)

fective method of assessing current and anticipated agribusiness employment opportunities and educational needs in Montana. Data were obtained from questionnaires mailed to agribusiness throughout the State. Fifty-seven percent of the agribusinesses responded to the survey as a result of a first and second mailing and personal contacts. Findings will determine the allocation of future funds to agriculture education in the State. The following recommendations were made as a result of experience gained in this survey: (1) Procedures for such studies should be further refined; and (2) Funds should be allocated for the maintenance of up-dated files on agribusiness employment. Related documents are available as VT 017 462-017 465 in this issue. (SN)

ED 069 875 VT 017 465

Amberson, Max L. Bishop, Douglas D.

Agricultural Producers Manpower Report Manual.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.

Pub Date Jul 72
Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, *Agricultural Occupations, Agricultural Personnel, Job Skills, *Manpower Utilization, Rural Areas, *Rural Population, *State Surveys, *Vocational Agriculture

Identifiers—*Montana

One of a series of surveys conducted as part of a statewide study to assess educational and employment opportunities of rural populations in Montana, this report summarizes the procedures, conclusions, and recommendations involved in a study of agricultural producers in the State. In an effort to determine employment trends and ascertain occupational variables, questionnaires were used with a sample of 50 percent of the agricultural producers owning farms in the under 6,000 acre category and classified as operator or owner-operator, and 100 percent of those producers operating farms in excess of 6,000 acres. Of the 4,161 surveys mailed to Montana agricultural producers, 1,495 or 35.9 percent were returned. An analysis of data obtained resulted in a pool of information identifying a population of agricultural producers in the State from which a sample may be drawn to further identify job titles, job clusters, and job competencies. Related documents are available as VT 017 462-017 464 in this issue. (SN)

ED 069 876 VT 017 469

Mager, Robert F. Beach, Kenneth M., Jr.

Developing Vocational Instruction.

Pub Date 67

Note—83p.; PMM Collection

Available from—Fearon Publishers/Lear Siegler Inc., Education Division, 6 Davis Drive, Belmont, California 94002

Document Not Available from EDRS.

Descriptors—Career Education, Course Evaluation, *Course Objectives, *Course Organization, Instructional Materials, Lesson Plans, Measurement Instruments, *Program Planning, *Staff Improvement, Task Analysis, *Teacher Education, Vocational Education Teachers

This book is designed to help develop instruction in a vocational or technical field, according to procedures developed in the research laboratory and tested in the classroom. The steps involved in preparing instruction that can be demonstrated to facilitate learning are described. The main goal of the book is to describe the steps that must be carried out if one is to become an expert in the skill of systematic course development as he is in the practice of his own vocation or technical specialty. Included is a list of sources of instructional materials. (PM)

ED 069 877 VT 017 492

Van Maanen, John

"Pleading the Police": A Study of Selected Aspects of Recruit Socialization in a Large, Urban Police Department.

California Univ., Irvine.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Jul 72

Note—295p.; Technical Report No. 9

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavior Theories, *Changing Attitudes, Cross Sectional Studies, Doctoral Theses, Individual Development, Job Satisfaction, Longitudinal Studies, Models, Organizational Climate, *Police, Role Perception, *Socialization, *Urban Areas, *Vocational Development

Identifiers—*Expectancy Theory

This modified version of an unpublished doctoral dissertation examines empirically and experientially the process of becoming a policeman. Specifically, the study documents attitude changes reported by police recruits as they moved through the series of experiences and adventures associated with their early careers. Questionnaires were administered longitudinally and cross-sectionally to police officers in a large, urban police department. The questionnaires focused upon the motivation, commitment and satisfaction of patrolmen. Viewed through the "expectancy theory" perspective, these attitudes represent linkages by which people connect themselves to their employing organization. (Several pages may be light.) (Author/AG)

ED 069 878 VT 017 494

The Universe of Need for Occupational Education in New England.

New England Resource Center for Occupational Education, Newton, Mass.

Spons Agency—New England Regional Commission.

Pub Date [71]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropout Role, *Educational Needs, Employment Opportunities, Expenditures, *Job Training, Labor Force Nonparticipants, Labor Market, *Manpower Development, Manpower Needs, Post Secondary Education, *Regional Planning, Tables (Data), *Vocational Education

Identifiers—*New England

This first part of a comprehensive study designed to provide decision makers with an understanding of the needs and capabilities of occupational education in New England focuses on the number of individuals, especially dropouts, in need of occupational education and training as compared to the capabilities of the various institutions to meet such a need. There are currently 962,000 persons in New England who could benefit from occupational education, including the unemployed, subemployed, and labor force nonparticipants. Annual occupational training opportunities in New England can meet the needs of 376,000 persons, showing that there is a need for increased programmatic efforts. Most jobs require post-secondary training rather than a college degree. Funding for vocational education and job training in New England is inadequate. Improvement and expansion of manpower programs should include the development and piloting of a model delivery system to aid in cooperative regional planning. Numerous tables present the data. (AG)

ED 069 879 VT 017 495

Dreves, Fred J.

Technology for Children. A Three-Year Narrative Report (January 1, 1969-December 1, 1971).

Pub Date Jul 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Elementary Grades, Goal Orientation, Inservice Education, Integrated Curriculum, *Program Descriptions, Program Development, Program Evaluation, Program Planning, *State Programs, Systems Approach, *Technology, Urban Areas, Vocational Development

Identifiers—*New Jersey, Technology for Children Project

Highlights of a career education program for the elementary grades in New Jersey, entitled Technology for Children (T4C), are presented separately for the years 1969, 1970, and 1971. A systems approach was utilized to integrate this comprehensive program into New Jersey schools, focusing on its urban areas. Preliminary program planning and development in Parkside School in Camden City, involving an administration team and teams for teacher training and curriculum development, led to implementation of pilot career education programs in three cities. Program evaluation has involved five phases, the first two of which are nearly complete: (1) collecting

background data on student characteristics, (2) measurement of students' self-concepts and school attitudes by means of achievement tests, (3) analyzing students' perceptions of school and work, (4) analyzing changes in standardized test scores as part of an ongoing testing program, and (5) readministering Phase 2 instruments in May 1972 to classes selected at random. Photographs illustrate the leaflet and several tables present the data. A program summarization and evaluation, including educational objectives, complete the program description. (AG)

ED 069 880 VT 017 514

Stroud, Ronald R. Lamb, Auburn J.
Work Measurement in Rehabilitation Workshops. Maryland Univ., College Park. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 70

Note—25p.; Tech-Monog-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Administration, Conceptual Schemes, Industrial Education, *Management Systems, *Measurement Techniques, Productivity, Research Projects, *Sheltered Workshops, *Task Performance, Vocational Development, Vocational Education, *Vocational Rehabilitation

Identifiers—*Work Measurement

Partially funded by a research grant from the Department of Health, Education, and Welfare, this technical monograph is the first of a series to be published on production-management aspects of vocational rehabilitation workshops. In order to meet information needs in this area, selected techniques used by industrial profit-making enterprises which are useful for workshops are described. The role of work measurement is discussed in resolving problems associated with the functioning of workshops as both a business and a social service. An overview of work measurement techniques for sheltered workshops is presented, focusing on: (1) its conceptual framework, (2) expressing the results, (3) methods of setting production standards, (4) applications for work measurement, and (5) its usefulness as a tool in process evaluation, job placement, and for use with the modified production standards concept. Task definitions, time values, and worker definitions are taken into account. (AG)

ED 069 881 VT 017 543

Hopke, William E., Ed.

The Encyclopedia of Careers and Vocational Guidance, Volume I: Planning Your Career.

Pub Date 72

Note—707p.; PMM Collection; Revised Edition Available from—J.G. Ferguson Publishing Co., 6 N. Michigan Ave., Chicago, Illinois 60602

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Education, Career Planning, *Encyclopedias, Guidance, Occupational Aspiration, *Occupational Choice, Occupational Clusters, *Occupational Guidance, *Occupational Information, Resource Materials, Secondary Grades, Vocational Development, Vocational Education, Vocational Interests

Identifiers—*Career Awareness, Educational Awareness

This encyclopedia is designed to be used by junior and senior high school students, their parents, and school counselors who have need for both general and specific career information and for suggested approaches to educational and career planning. Educational and career awareness are stressed and can be used in conjunction with group discussion and individual counseling. This volume, the first of two, is useful for ideas for guidance, and to get the flavor of particularly important areas of work. Volume II is announced as VT 017 544 in this issue. (PM)

ED 069 882 VT 017 544

Hopke, William E., Ed.

The Encyclopedia of Careers and Vocational Guidance, Volume II: Careers and Occupations.

Pub Date 72

Note—780p.; PMM Collection; Revised Edition Available from—J.G. Ferguson Publishing Co., 6 N. Michigan Ave., Chicago, Illinois 60602

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Education, Career Planning, *Encyclopedias, Guidance,

Occupational Aspiration, Occupational Choice, *Occupational Guidance, *Occupational Information, *Occupations, Resource Materials, Secondary Grades, Vocational Development, Vocational Education

Identifiers—*Career Awareness, Educational Awareness

This encyclopedia is designed to be used by junior and senior high school students, their parents, and school counselors who have need for both general and specific career information and for suggested approaches to educational and career planning. Educational and career awareness are stressed and can be used in conjunction with group discussion and individual counseling. This volume, the second of two, is useful as a reference book to specific careers. Volume I is announced as VT 017 543 in this issue. (PM)

ED 069 883 VT 017 558

Engineering Standards. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No—NBS-SP-345-11

Pub Date Jul 71

Note—258p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0303-0835, \$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Engineering Technology, *Government Publications, Government Role, International Programs, *Measurement Techniques, *Metric System, *National Surveys, Organizational Change, Systems Development

Identifiers—Metric Study Act of 1968, National Bureau of Standards, Public Law 90 472, U S Metric Study

This report is the 11th in a series of interim reports stemming from the U.S. Metric Study, which is being conducted by the National Bureau of Standards in accordance with the Metric Study Act of 1968 (Public Law 90-472). Although it mainly concerns the relationships of measurement units to engineering standards, the issue of international standards is also discussed. Findings indicate that engineering standards can be harmonized internationally without the U.S. changing its measurement units. The International System of Units (SI) will become the measurement units in international standards, which means many U.S. engineering practices will have to change. However, the impact and the extent of change can be minimized, depending on the degree of participation in the international forum and the specific engineering practice. Extensive resource materials are appended. (AG)

ED 069 884 VT 017 563

Campbell, Donald L.

The 1970 Survey of Alberta Manpower Development, Phase I.

Spons Agency—Alberta Dept. of Advanced Education, Calgary; Alberta Dept. of Labour, Edmonton.

Pub Date 72

Note—181p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Needs, Facility Inventory, *Institutional Role, Labor Supply, *Manpower Development, *Manpower Needs, *Post Secondary Education, *Statistical Surveys, Tables (Data), Vocational Education

Identifiers—*Alberta

This first phase of the 1970 Survey of Alberta Manpower Development deals with the Alberta, Canada manpower supply and the capacity of the major post-secondary educational institutions in the province to provide that supply. A count of those graduating in 1970 with a post-secondary degree or certificate, was obtained by means of mail questionnaires and interviews. Intended to provide both general and specific information for the Master Planning Project of the Alberta Colleges Commission, major findings include: (1) Twice as many college graduates in natural sciences, engineering, and mathematics are needed immediately and four to six times as many technicians in these areas, (2) Many more graduates in human services, the arts, and recreation are needed, (3) There were 13,768 graduates at the post-secondary level, in addition to 807 university completions and 4,051 licensed by regulatory bodies but not trained in Alberta, (4) Physical facilities provide 1,884,040 square feet of instructional area with 66,835 classroom and

laboratory student stations, and (5) 71 percent of the \$133,976,000 expended was utilized by the universities, 15 percent by the technical institutes, 7 percent by the colleges, and the rest in other vocational programs. Numerous tables present the data. (AG)

ED 069 885 VT 017 564

A History of the Metric System Controversy in the United States. U.S. Metric Study Tenth Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No—NBS-SP-345-10

Pub Date Aug 71

Note—307p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10:345-10, \$2.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Community Benefits, *Feasibility Studies, *Federal Legislation, *Government Publications, Government Role, *Historical Reviews, *Metric System, National Surveys, Socioeconomic Background

Identifiers—*Metric Study Act of 1968, National Bureau of Standards

This 10th interim government report on the metric system controversy in the United States, conducted by the National Bureau of Standards in accordance with the Metric Study Act of 1968, is based upon a wide survey of available historical data. The comprehensive report on the entire U.S. Metric Study was sent to Congress in August 1971 by the Secretary of Commerce. Reviewing the origins and development of the metric system, its extensive history from the year 1607 to the present in the United States, a summary of stages in the movement to adopt the system nationwide, and the government's role, major issues surrounding the system are presented and discussed in detail. (AG)

ED 069 886 VT 017 565

A National Status Study of Industrial Arts Teacher Education.

American Council on Industrial Arts Teacher Education, Washington, D.C.; American Vocational Association, Washington, D.C.

Pub Date 72

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, Curriculum Development, Educational Status Comparison, *Industrial Arts, Information Needs, *National Surveys, Questioning Techniques, Statistical Data, *Teacher Education, *Teacher Education Curriculum

The membership of the Undergraduate Studies Committee of the American Council of Industrial Arts Teacher Educators and the Research Committee of the Industrial Arts Division of the American Vocational Association have formulated jointly this national study in order to obtain accurate data as a basis for program innovations. Information was supplied by means of a questionnaire sent to department chairmen of teacher education programs at public and private colleges and universities. Usable responses were returned from 176 of 227 institutions having programs in industrial teacher education. Numerous tables present the data, which consist of answers to 73 survey questions. Grouped according to gross totals, percentage of total response, rank order, and response statement, the data cover such areas as recent curriculum developments, classroom facilities, visits to student teachers, course content, faculty organization, and student enrollment. A list of colleges and universities contacted for the study is included. (AG)

ED 069 887 VT 017 566

Gingerich, Garland E.

School-Based Job Placement Service Model: Phase I, Planning. Final Report.

Brownstone Area Vocational-Technical School, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 30 Jun 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Career Choice, Career Planning, Computer Oriented Programs, Cooperative Planning, *Differentiated

Staffs, *Guidance Services, Job Development, *Job Placement, *Models, Occupational Guidance, Occupational Information, Program Development, Program Evaluation, Student Characteristics, Vocational Counseling

To assist school administrators and guidance personnel in providing job placement services, a study was conducted to: (1) develop a model design for a school-based job placement system, (2) identify students to be served by the model, (3) list specific services provided to students, and (4) develop job descriptions for each individual responsible for operating the system. Forming the developmental basis for the school-based job placement model are these components: (1) the overall educational system, (2) job openings developed cooperatively by the educational system and the Bureau of Employment Security, (3) cooperation between the educational system and the Bureau of Employment Security in matching students with employment opportunities, (4) follow-up of students, and (5) feedback of information to provide input for program improvement. The model is specifically concerned with that part of a differentiated guidance staff charged with the responsibility of working cooperatively with the Bureau of Employment Security in job development and job placement. This handbook describes the procedures followed in developing the model, implementation strategies, securing information about student's characteristics and job requirements, developing a computerized career planning and job matching system, and evaluating a job placement service system. (SB)

ED 069 888 VT 017 567

An Employment Analysis of Deaf Workers in Texas.

Texas Education Agency, Austin. Dept. of Occupational and Technical Education; Texas School for the Deaf, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deaf, *Deaf Education, *Deaf Research, *Employment, Employment Opportunities, Graduate Surveys, Labor Force, *Occupational Surveys, Physically Handicapped

Identifiers—Texas

Presented in this report are the results of a study conducted by the Texas School for the Deaf to determine the outcome of deaf students as a result of their educational experiences, as well as to gather occupational information about deaf workers. Of a total of 410 persons who left the school between September 1965 and May 1970 at the age of 14 or older, information was collected from 331. When analyzed, the data revealed these findings: (1) 54 percent of the respondents were engaged in widespread occupational endeavors; (2) 7 percent were full-time housewives; (3) 14 percent were students; and (4) The remaining 25 percent were neither housewives, students, or workers, and not all were interested in employment; in fact, 21 percent were found to be unemployed. Well over half of the students who left the school received some subsequent formal training and were working in fields and positions for which they were trained. (SN)

ED 069 889 VT 017 568

The Professional Internship Exchange Program in Vocational Education, 1971-1972.

Eastern Washington State Coll., Cheney; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development; Washington Research Coordinating Unit for Vocational Education, Olympia.

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Education, Disadvantaged Youth, *Inservice Education, *Internship Programs, Program Development, Program Evaluation, Program Planning, *School Industry Relationship, Student Needs, *Teacher Exchange Programs, Vocational Education

A total of 10 teacher-coordinators and 10 persons representing business and industrial firms participated in a project designed to provide inservice vocational personnel development and to serve persons in cooperative vocational education including those persons with special needs. The project designs called for: (1) 90 hours of in-

struction by representatives of the business/industrial firms in K-12 programs, vocational institutes, or community colleges, (2) 90 hours of participation by the teacher-coordinators in the activities of the sponsoring exchange business/industrial firms, (3) a cooperative instruction class for 25 students, and (4) a 1-week planning session prior to implementing the program and a 3-day evaluation post-session provided by a teacher-training institution. Some project accomplishments were: (1) The business and industrial firms became more aware of the need of serving education and vocational students; (2) 90 hours of special instruction were provided to more than 100 persons involved in cooperative education; (3) An overall awareness for serving persons with special needs resulted in the 10 centers; and (4) The vocational teaching personnel improved their understanding and appreciation of occupations by being able to gain direct experience in a business or industrial firm. Evaluations of the performance objectives and experiences of the 10 exchange teachers and business representatives are included in the description of the project. (SB)

ED 069 890 VT 017 569

Barsby, Steven L.

The Application of Cost-Benefit Analysis in Manpower Area.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Pub Date 70

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographic Citations, *Cost Effectiveness, Federal Programs, *Manpower Development, Post Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Research Needs, *Research Problems, Resource Allocations, Secondary Grades, Vocational Development, *Vocational Education, Vocational Rehabilitation, Vocational Retraining

The relative efficiency of various manpower programs as seen through cost-benefit analysis is assessed, and the contribution that cost-benefit analysis has made in evaluating manpower programs is discussed, taking into account a variety of methodologies presented in different studies. Vocational rehabilitation appears to yield the highest benefit-cost ratios, followed by programs involving on-the-job training, vocational education in vocational high schools, out-of-school institutional retraining programs, post-secondary vocational education, Job Corps, and drop-out prevention programs. Comparisons of these activities are hindered by economists' failure to agree on a common methodology for conducting cost-benefit research, the existence of unmeasured benefits and costs, the absence of good cost data, and insufficient economic commitment. Deficiencies in cost-benefit analysis appear to be minimized when the analysis is directed at the internal operation of programs. It is in this direction that cost-benefit analysis particularly needs to be developed. (Author/AG)

ED 069 891 VT 017 609

Vestal, Cynthia, Comp. Craig, Sally K., Comp.

New Careers Bibliography: Paraprofessionals in the Human Services.

National Inst. for New Careers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—PCS-72-003

Pub Date 70

Note—166p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210 088; MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, *Bibliographies, Career Ladders, Curriculum Guides, *Federal Programs, *Human Services, Indexes (Locators), Job Training, Manpower Development, Manpower Needs, *Microfiche, Program Descriptions, Program Evaluation, Resource Materials, *Subprofessionals, Vocational Development

Identifiers—*New Careers

This comprehensive bibliography was prepared to assist in locating sources of information and training materials for use in New Careers and other paraprofessional career development programs. Some of the citations which proved useful

in more than one area have been cross-referenced. The bibliography includes these sections: (1) an over-view of New Careers, (2) implementing New Careers programs, (3) career development, (4) suggested training methodologies, (5) job training and education, (6) occupational fields, and (7) program evaluation. The nature of the publications ranges from books to mimeographed material developed by New Careers training projects, technical assistance centers, colleges, and other institutions or associations. The style includes: date of publication, volume number (underscores), issue number (in parentheses), and number of pages. Addresses of publishers are listed in the index. (Author/AG)

ED 069 892 VT 017 610

Special Papers on Career Education.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Apprenticeships, Bibliographies, *Career Education, *Career Planning, Computer Oriented Programs, Educational Accountability, Occupational Information, Periodicals, Placement, Program Development, Program Evaluation, Program Planning, Simulation, *Vocational Development

Identifiers—*Career Exploration

This document contains several short papers which cover various aspects of career education. The need for and elements of career development programs are discussed by R.M. Worthington in "Career Development for All," while G. Law, Jr., defines simulations, discusses their advantages, and presents examples in "Simulations and Career Education." "Answers to Five Basic Questions About Career Education" by P. Doherty is intended to provide a brief orientation for teachers and administrators, and "Computerized Career Information" by G. Law, Jr., provides information for educators considering the use of such systems. The facts behind the nationwide movement for schools to accept accountability for placement of all students in employment and/or continuing education is presented in "Why Career Education? The Facts" by L.A. Forsythe and E.G. York, while "Placement: The Ultimate Test of a School's Commitment to its Students" by W. Kaskow briefly explains a job placement program. The shape of a career exploration program for young teens is described in "7th, 8th and 9th Grade Career Exploration" by T. W. Gambino, and a bibliography of periodicals is provided by P.R. Walsh in "Periodicals Helpful to Career Education." "Apprenticeship Training and Career Education" by W. Wenzel discusses the relationship of apprenticeship training to career education. "Highlights of the Invitational Conference on Career Development" concerns a conference held on August 2, 1971, to acquaint New Jersey educators with progress made in pilot comprehensive career development programs in Camden, New Brunswick, and Rahway. Four speeches and a summary of findings and recommendations are included. (SB)

ED 069 893 VT 017 611

Reflections: Researchers Conference in Vocational-Technical Education (October 29, 1971).

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Mar 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Economics, *Educational Research, Models, Research Methodology, *Research Needs, *Speeches, *Vocational Education

This document contains highlights from a 1-day conference designed to foster research in vocational-technical education and related fields. The following major presentations served to stimulate the attainment of the conference's objective: (1) "The Redirection of Educational Research in Vocational-Technical Education" by D. Bob Gowin, which recommends a change in current research procedures so that researchers select phenomena to study that pass as educational phenomena, (2) "Research Priorities in Vocational-Technical Education" by John K. Coster, which discusses six research priorities, including evaluation, the decision-making process, and articulation, (3) "Research in Vocational-Technical Education: Economic Implications" by Jacob J. Kaufman, which stresses the need to apply economic princi-

ples to education, and (4) "Research Dimensions in the Career Education Model" by Cornelius Butler, which discusses three of the four career education models, including the school-based, employer-based, and home-community based models. (SB)

ED 069 894 VT 017 612

Penner, Raymond R. Price, Robert R.
Perceptions of the Nature and Scope of Effective Adult Vocational Teacher Characteristics As Held by Adult Students, Teachers, and Coordinators of Adult Education in Oklahoma Area Vocational-Technical Centers.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation.

Pub Date 18 Jul 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, Adult Students, *Adult Vocational Education, Area Vocational Schools, Behavior Patterns, Behavior Rating Scales, Doctoral Theses, Educational Needs, *Effective Teaching, Instructor Coordinators, Role Perception, *Teacher Characteristics, *Teacher Role, Trade and Industrial Education, Vocational Development, *Vocational Education Teachers

Identifiers—*Oklahoma

The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by means of a questionnaire administered to eight coordinators of adult education programs, 70 adult teachers of trade and industrial education, and 865 adult students in trade and industrial education from eight selected vocational schools in Oklahoma. The questionnaire was developed by a panel of experts and by the directors of the schools used in the study and administered during the eighth to tenth week of class in the fall 1972 school year. Structured to obtain responses on a 5-point rating scale as to the degree that respondents perceived the item to be an adult vocational teacher education need, questionnaire results show that adults and adult educators agreed that all behaviors in this study are indicative of the ideal adult vocational teacher, although they did not agree as to the relative importance of some items. Those items receiving the highest ratings were: (1) exhibits enthusiasm and support for the teaching field, (2) teaches, practices, and enforces preventive shop safety procedures, and (3) gives demonstrations of skills and procedures. (AG)

ED 069 895 VT 017 613

Minority Group Employment in the Federal Government (November 30, 1970).

Civil Service Commission, Washington, D.C.

Report No—SM-70-70B

Pub Date 30 Nov 70

Note—558p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 0600-0573, Price \$4.00)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Employment Patterns, *Employment Trends, *Equal Opportunities (Jobs), Federal Government, *Government Employees, Labor Force, *Minority Groups, *Occupational Surveys, Tables (Data)

Conducted as part of a part of the overall equal employment opportunity program under Executive Order 11478, this report contains data based on a world-wide census of minority group employment in the Federal Government as of November 30, 1970. Intended primarily for use by those who manage the Federal civilian work force, data are included for Negroes, Spanish-surnamed persons, American Indians, Orientals, Aleuts, and Eskimos. Some highlights of the study are: (1) Net minority employment increased by 4,527 jobs between November 1969 and November 1970 despite a decrease in total Federal employment; (2) Minority groups accounted for nearly half of the net increase in employment at GS-9 and above; (3) At grades GS-5 through GS-8, minority employment increased by 5,497 jobs; and (4) Negroes, Spanish-surnamed Americans, American Indians, and Oriental Americans held 505,035 full-time Federal jobs in November 1970 as compared to 500,508 in November 1969. Several data tables, which comprise most of this report, are appended. (SB)

ED 069 896

Drewes, Donald W.

A Planning System for the Implementation of Section 553, Education Professions Development Act, in State Agencies for Vocational Education.
National Center for Occupational Education, Raleigh, N. Car.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—COE-Monog-8

Pub Date 72

Grant—OEG-0-70-1978(725)

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Management Information Systems, *Models, Professional Training, Program Development, Program Planning, *State Agencies, Systems Approach, *Systems Development, Vocational Development, *Vocational Education, Vocational Education Teachers

Identifiers—Educational Professions Development Act, EPDA

The objective of this report is to present a design model which will serve as a pattern for the development of a vocational education professional development program to be implemented in a state agency of vocational education. The model delineates the procedural requirements for determination of priorities, assessment of personnel needs, selection of projects, assignment of resources, and management of the program. The data requirements for the establishment of a management information system are enumerated and the procedure for the establishment of a planning-programming-budgeting system described. The role of inquiry in education is elaborated upon in order to provide a theoretical rationale for systems procedures. Major emphasis is devoted to vocational and technical education teachers, since they account for the majority of the developmental efforts. (Author)

ED 069 897

Taub, Howard

A Model of Individualized Instruction for the Clinical Laboratory Occupations. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Feb 72

Note—71p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, *Curriculum Design, *Health Occupations Education, Individualized Instruction, *Instructional Materials, Laboratory Technology, *Medical Laboratory Assistants, Medical Technologists, *Occupational Mobility, Paramedical Occupations, Subprofessionals, Task Analysis, Task Performance, Teaching Guides, Technical Education

Identifiers—*UCLA Allied Health Professions Projects

Utilizing the results from a task analysis, a consultant group with expertise in medical technology formulated a curriculum outline listing different levels of laboratory tasks according to the knowledge and skills required to perform them. Designed to enhance career mobility, the stages of learning for the clinical laboratory curriculum consist of: (1) entry level general laboratory skills and knowledge, and (2) basic skills in the clinical laboratory sections. The curriculum is composed of many courses, and within each course, there may be several units consisting of one or more modules having close content similarity. The modules, which are basic, self-contained instructional segments, begin with directions for student use, along with performance objectives, vocabulary list, and general introduction. This is followed by a skill lesson, which includes a specific performance objective, materials and equipment required, and a step-by-step illustrated procedure. A performance checklist and, in some modules, enrichment activities and reading assignments, complete the module. A sample instructional package consisting of an instructor's guide and instructional module for the hematocrit is included in this report. (SB)

VT 017 653

ED 069 898

Gosman, Minna L. And Others

Occupational Analysis: Nursing Unit Administration (Ward Administration). Interim Report. The UCLA Allied Health Professions Project.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Apr 71

Note—89p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$2.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Career Ladders, *Curriculum Development, *Health Occupations Education, Health Services, *Hospitals, *Institutional Administration, Job Analysis, Medical Services, Occupational Surveys, Paramedical Occupations, *Task Analysis, Task Performance

Identifiers—*Hospital Ward Administration, UCLA Allied Health Professions Projects

A national survey was conducted as part of the UCLA Allied Health Professions Project to: (1) analyze the various levels of personnel performing non-clinical tasks within the hospital nursing unit (ward), (2) determine the components of a curriculum for training such personnel, and (3) determine the feasibility of developing a pattern of upward career mobility in administration of the hospital nursing unit. A task inventory consisting of 169 tasks grouped as either clerical or management functions was developed and distributed to a panel of experts and to 243 unit administration personnel. Responses from 189 employees and the expert panel revealed that: (1) Tasks clustered into two groups, with one group comprising tasks which might be accomplished by clerical personnel and the other comprising tasks which might be performed by managerial personnel; (2) In general, the current performance of tasks by various occupational levels is at a variance with practices recommended by the expert panel; and (3) The expert panel rated many tasks higher in difficulty than the personnel performing them. Implications for curriculum development are included, and the survey questionnaires and other study materials are appended. (SB)

ED 069 899

Ainsworth, T. David Goldsmith, Katherine L.

Occupational Analysis of Social Service in Medical Care Facilities. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Aug 71

Note—93p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$2.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Health Occupations Education, Health Services, Job Analysis, *Occupational Surveys, Paramedical Occupations, *Social Services, Social Work, Subprofessionals, *Task Analysis, Task Performance

Identifiers—*UCLA Allied Health Professions Projects

This report is a summary of the functional analysis of the activities of those engaged in social service occupations in medical settings, which was conducted as part of the UCLA Allied Health Professions Project. A task inventory composed of 192 tasks relating to intake, information and referral, treatment, supportive, community and administrative services was developed and submitted to a representative sample of hospitals in six geographic regions. Responses from 148 persons employed in social services departments revealed that: (1) The community services function was performed least by the social service workers; and (2) Many more similarities than differences were discovered among aides, social work assistants, and social workers with the master's degree (MSW) in both task performance and frequency of task performance. It was recommended that aides be given training to help them perform the higher order treatment functions they are already required to perform and that MSWs receive intensive training in supervision of

personnel management, performance evaluation, and task delegation. A copy of the survey questionnaire and other study material are appended. (SB)

ED 069 900 VT 017 657

Cullen, Thomas D. Henrich, Robert R.
A Survey of Practices in Hospital Pharmacies. The UCLA Allied Health Professions Project.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Dec 71
Note—95p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$3.00)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Health Occupations Education, Health Services, Job Analysis, Occupational Surveys, Paramedical Occupations, *Pharmacists, *Subprofessionals, Task Analysis, *Task Performance, Technical Education

Identifiers—*Pharmacy Technicians, UCLA Allied Health Professions Projects

A survey was conducted as part of the UCLA Allied Health Professions Project to determine what procedures are used in health care facility pharmacies for the performance of tasks previously selected for inclusion in a proposed curriculum for pharmacy technicians. Questionnaires were distributed to a national sample of 48 health care facilities, and the replies received from 31 chief pharmacists were analyzed. The survey results revealed that dispensing and purchasing are two subjects that should be given first priority in the development of the curriculum. Bulk compounding, prepackaging, and sterile solution manufacturing may be assigned a lower order of priority, while training in administration of pharmaceuticals does not seem to be necessary for pharmacy technicians. It was concluded that the results of this survey could be used to supplement the task list previously developed as a basis for constructing a pharmacy technician curriculum. The survey questionnaire and other study materials are appended. (Author/SB)

ED 069 901 VT 017 658

Kuritsky, Joel Reeder, Glenn
A Report on an Emerging Occupation: The Physician's Assistant. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Jul 71
Note—31p.

Available from—University of California, Allied Health Professionals Project, 1003 Wilshire Blvd., Santa Monica, California 90401
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, Educational Programs, *Health Occupations Education, Manpower Needs, *Occupational Information, *Occupational Surveys, Paramedical Occupations, Physicians, *Physicians Assistants, Subprofessionals, *Task Performance

Identifiers—*UCLA Allied Health Professions Projects

To determine the variety of physician's assistant programs already established and ascertain what specific tasks physicians are willing to delegate to assistants, the UCLA Allied Health Professions Project staff corresponded with schools having physician's assistant programs, interviewed local physicians, and surveyed selected physicians regarding their views of the functions that could be performed by a physician's assistant. Results of the study procedures revealed that: (1) There is a need for standardization of physician's assistant programs; (2) Many physicians are ambivalent about hiring the physician's assistant because of legal complications and other problems; (3) Assembly Bill 2109, passed in 1970 by the California State Senate, should make it easier for the physician's assistant to work in California; (4) Candidates for physician's assistant programs will, for the most part, be recruited from the pool of former military corporals; and (5) Further research is needed to determine the specific tasks doctors would delegate to a qualified assistant. A copy of the survey questionnaire is included. (Several pages may be light.) (SB)

ED 069 902

VT 017 659

Reeder, Glenn D. And Others

Occupational Analysis: Hospital Radiologic Technologist. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Mar 72

Note—95p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$3.00)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Career Ladders, *Curriculum Development, *Health Occupations Education, Health Services, Job Analysis, Manpower Needs, Medical Services, *Occupational Surveys, Paramedical Occupations, *Radiologic Technologists, Subprofessionals, *Task Analysis, Task Performance

Identifiers—*UCLA Allied Health Professions Projects

In an effort to meet the growing demand for skilled radiologic technologists and other supportive personnel educated through the associate degree level, a national survey was conducted as part of the UCLA Allied Health Professions Project to determine the tasks performed by personnel in the field and lay the groundwork for development of curriculum materials. A task inventory composed of radiology, administrative, clerical, research, and miscellaneous tasks was developed by the project staff in cooperation with a team of radiology experts and was sent to 169 persons employed in the radiology department of 30 health care facilities. Responses from 117 employees revealed that: (1) There appears to be a significant differentiation between the various levels of radiologic personnel in terms of tasks performed; and (2) There is little indication that a career ladder exists in the field of hospital radiology. On the basis of survey results, the project staff rated the importance of each task in terms of inclusion in a curriculum for the four levels of radiologic personnel, including chief technologist, staff technologist, technical support, and non-technical support. The survey questionnaire and other study materials are appended. (SB)

ED 069 903

VT 017 660

DiCicco, O. Earl

Occupational Analysis: Medical Office Assistant. The UCLA Allied Health Professions Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Dec 71

Note—111p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$3.00)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Health Occupations Education, Health Services, Job Analysis, Manpower Needs, *Medical Assistants, Medical Laboratory Assistants, Medical Services, Nurses, *Occupational Surveys, Paramedical Occupations, Subprofessionals, *Task Analysis, Task Performance

Identifiers—*UCLA Allied Health Professions Projects

Conducted as part of the UCLA Allied Health Professions Project, this report summarizes a functional analysis of occupational groups employed by physicians in providing out-of-hospital services to patients. To provide data for developing and improving instructional materials, a task inventory was developed to determine which categories of workers assist physicians and what tasks are delegated to them. The inventory encompassed two broad categories, including: (1) 124 tasks related to administrative functions, and (2) 108 tasks classified as clinical and technical activities. Responses from 292 registered and licensed nurses, medical office assistants (technical and generalist), and administrative and clerical personnel revealed that: (1) Physician's employees are utilized in numerous capacities regardless of background, training, or job title; (2) Although employees perform both administrative and clinical or technical functions, the frequencies of certain tasks differ depending upon job title; and (3) Curriculums for training physician's

employees should be designed in modular or sub-modular form according to function. The survey questionnaire and other study materials are appended. (SB)

ED 069 904 VT 017 661

A Study of the Clinical Laboratory Occupations. The UCLA Allied Health Professions Project.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Aug 71

Grant—OEG-8-0627

Note—142p.

Available from—University of California, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, California 90401 (\$3.50)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Educational Needs, *Health Occupations Education, Hospital Personnel, *Medical Laboratory Assistants, *National Surveys, Paramedical Occupations, Tables (Data), *Task Analysis, Vocational Development, Vocational Education

Identifiers—*Clinical Laboratory Occupations, UCLA Allied Health Professions Project

The objectives of this study which was conducted as part of the UCLA Allied Health Professions Project were: (1) to determine the percent of medical laboratory workers who perform a comprehensive list of tasks and procedures; (2) to evaluate this performance in terms of certification and specialty area; and (3) on the basis of these data, to make recommendations on curriculum for medical laboratory personnel. A National Technical Advisory Committee, representing leaders in the medical laboratory field, was established, a survey instrument was developed, based on a task inventory of medical laboratory occupations, and a national survey of various types of laboratory facilities was conducted. The survey data, evaluated as a basis for curriculum development, established that: (1) Routine tasks include equipment maintenance, specimen processing, and the use of laboratory equipment, (2) Tasks in the four clinical areas of urinalysis, hematology, microbiology, and biochemistry could serve as a basic curriculum for beginning students, (3) Some difficult training procedures should be delayed until the educational background is developed, and (4) A yearly curriculum review is necessary to insure continued relevance to educational needs. Numerous tables present the data. (Author/AG)

ED 069 905 VT 017 662

Franchak, Stephen J. Bruno, Nancy L.
Planning Vocational Education Programs in Pennsylvania. Guidelines for the Use of Labor Market Information.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 71

Note—80p.; 1971 Revision

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, Employment Projections, Employment Statistics, *Guidelines, *Labor Market, Manpower Development, Manpower Needs, Manpower Utilization, *Program Planning, *State Programs, Tables (Data), Vocational Development, *Vocational Education

Identifiers—Economic Awareness, Labor Force Participation, *Pennsylvania

These guidelines for the use of labor market information are presented in order to improve program planning for vocational education in Pennsylvania by supplying necessary manpower supply/demand data. Once occupational needs are defined for a specific geographic area, a systems approach to program development can be utilized by vocational training agencies. Numerous tables present the manpower data, which illustrate the supply/demand postures for Pennsylvania in general as well as for 12 major and three smaller labor market areas in the state. A list of references and background information on interpreting the data are included. (AG)

ED 069 906 VT 017 663

Accident Prevention: A Workers' Education Manual.

International Labour Office, Geneva (Switzerland).

Pub Date 70

Note—185p.

Available from—International Labour Office, Sales Section, 1211 Geneva 22, Switzerland (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Accident Prevention, Accidents, *Industrial Personnel, Industry, Laborers, *Labor Standards, *Manuals, *Safety Education

Devoted to providing industrial workers with a greater knowledge of precautionary measures undertaken and enforced by industries for the protection of workers, this safety education manual contains 14 lessons ranging from "The Problems of Accidents during Work" to "Trade Unions and Workers and Industrial Safety." Fire protection, safety equipment and hazards in certain tools and equipment are discussed, as well as worker attitudes, propaganda, education, and training. Accident statistics, preventive methods, and safety activities and responsibilities initiated and assumed by the industry are covered. Related questions are included at the end of each topic. (SN)

ED 069 907

VT 017 664

Jarvis, Bob Stevenson, William W.

The Effects of the 1971 Vo-Tech New Teacher Training Program on the Teaching Activities of Nineteen Beginning Vocational Teachers in Oklahoma.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oklahoma State Dept. of Education, Oklahoma City.

Pub Date Jul 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Administrator Attitudes, *Beginning Teachers, Developmental Programs, *Inservice Programs, *Professional Training, *Program Effectiveness, Program Evaluation, Program Improvement, Resource Materials, Self Evaluation, Tables (Data), Teaching Experience, Vocational Development, *Vocational Education Teachers

Identifiers—Education Professions Development Act, EPDA, *Oklahoma

The purpose of this study was to measure the effects of the 1971 summer training program conducted for 19 vocational instructors beginning their first year in teaching without previous teaching experience and training in teacher education. Hired from business and industry because of their technical competence in their field, the program participants were compared with a control group of selected non-participant first-year instructors of similar educational background and trade experience. Two questionnaires were developed, validated, pilot tested by other instructors and administrators, and administered by means of personal interviews both to the control and to the experimental group. Data were analyzed in order to make recommendations for program improvement and to determine if the course content was suited to the needs of beginning vocational education teachers. Results indicated that: (1) Treated groups rated their own performance higher; (2) The procedures taught in the course were utilized by program participants; (3) The relevance and effectiveness of the program increased the participants' teaching effectiveness, according to the administrators employing them; and (4) Priorities varied widely among various professional groups. Various tables present the data. The program proposal, budgeting, scheduling, and the evaluation instruments are appended. (AG)

ED 069 908

VT 017 665

Shoemaker, Ralph Glenn

Images and Perceptions of Vocational Agriculture Programs in Mississippi.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Apr 72

Note—50p.; R-8002-Res-Ser-2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Feedback, High School Students, Participant Characteristics, *Program Attitudes, *Program Effectiveness, *Program Evaluation, Program Improvement, *State Programs, Student Attitudes, Teacher Attitudes, Vocational Agriculture, Vocational Agriculture Teachers

Identifiers—*Mississippi

The objectives of this study were to: (1) compare perceptions of administrators, school board members, students, and vocational agriculture teachers concerning the vocational agriculture programs in Mississippi, (2) determine program strengths and weaknesses in order to improve present programs and plan future ones for Mississippi, and (3) provide feedback from students in the secondary grades concerning the program components. A 3-part questionnaire was developed, which dealt with policy, curriculum, and personnel abilities of the State vocational agriculture programs. Usable instruments in a random stratified sample that included six counties in Mississippi were returned from 11 principals, six school administrators, 28 school board members, 11 vocational agriculture teachers, and 101 of the students at the secondary level. Analysis of results indicated that local attitudes are important for implementing program objectives. The vocational agriculture curriculum was seen as adequate, though the agribusiness component was least sufficient of those rated. Suggestions for program improvement and generalizations which were inferred from the data concerning program attitudes are included. (AG)

ED 069 909

VT 017 666

Composite Evaluation Report for Occupational Education in the State of Illinois, Fiscal Year 1972.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date [72]

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Program Evaluation, Program Improvement, *State Programs, Technical Education, *Vocational Development, *Vocational Education

Identifiers—*Illinois

To promote and assist the development of quality state and local occupational education programs, and to help assure accountability of federal and state funds allocated to local programs, the Illinois Division of Vocational and Technical Education launched a 3-phase evaluation study of its existing system. Visitations were made to 71 Local Education Agencies including comprehensive high school districts, area vocational centers, and community colleges. Evaluations were made with respect to the total program's local setting, resources, and limitations. This report is organized around these eight major areas of concern: (1) administrative organization, (2) personnel, (3) objectives, (4) evaluation, (5) occupational programs, (6) resources utilized, (7) guidance services, and (8) students served. Conclusions, recommendations, and suggested actions are presented separately for each area. An appendix containing data samples is included. (SN)

ED 069 910

VT 017 742

Palomba, Neil A., Ed. Jakubauskas, Edward B., Ed.

Manpower Research in the 1970's.

Spons Agency—Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center; Manpower Administration (DOL), Washington, D.C.

Pub Date 71

Note—243p.; Proceedings of the Annual Summer Manpower Research Institute (4th Ames, Iowa, 1971)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Economic Research, Goal Orientation, Interagency Coordination, *Interdisciplinary Approach, Management Development, *Manpower Development, Manpower Needs, *Manpower Utilization, *Research Needs, *Research Opportunities, Research Utilization, Social Responsibility, Speeches, Summer Institutes, Vocational Development

Identifiers—*Future, Great Plains States Region

Manpower research needs for the 1970's and the development and purpose of manpower research centers were the themes of a 1-week summer Manpower Research Institute held at Ames, Iowa in 1970. Sponsored by the Industrial Relations Center and funded by the U.S. Department of Labor's Manpower Institutional Grant Program, this interdisciplinary examination of manpower problems by 20 participants was intended to contribute to the effectiveness of social science instruction, promote manpower research at colleges and universities in the Great Plains

States Region, and encourage application of research findings to manpower problems. Topics discussed in the 11 papers include: (1) manpower statistics and government research, (2) present and future trends affecting manpower development, (3) the nature of a longitudinal research project at Ohio State University, (4) a project examining management performance and development, (5) changes needed in the Social Science Research Centers, (6) interagency coordination needs, (7) the college community relationship, (8) ideas for management training derived from an international cross-cultural study, (9) priority areas for manpower research, and (10) responsibilities of an urban university towards its disadvantaged communities. (AG)

ED 069 911

VT 017 744

A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Programs (A Study of Selected NYC-1 Projects).

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 71

Note—604p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Culturally Disadvantaged, Disadvantaged Youth, Employment Opportunities, *Employment Programs, Job Development, Job Placement, Job Skills, *Job Training, *Manpower Development, *Out of School Youth, Program Effectiveness, *Program Evaluation, Work Attitudes

Identifiers—*Neighborhood Youth Corps, NYC

This paper reports the results of a Neighborhood Youth Corps (NYC) prospective study, which are based on program-sourced information and second-round followup interviews with study subjects. The primary hypothesis that the NYC programs studied had helped enrollees achieve satisfactory adjustment to life and to the world of work was not confirmed, and an early conclusion that the NYC seemed to be most effective with Negro women was not supported by later data. Although there was no clear evidence that the NYC effectively enhanced the employability of the average enrollee, there was evidence that some program components were having a significant effect. Formal skill training, work sites with training and employment opportunities, job development, and job placement assistance appeared to be associated with increased post-NYC employment. Some other major findings were: (1) The NYC is reaching seriously disadvantaged youth with major employability problems, (2) Enrollees, on the whole, gave a good report of the usefulness of the NYC program and the helpfulness of work supervisors and counselors, and (3) The attitudes of enrollees are associated with their employability. These and other findings and implications are provided in this report. (SB)

ED 069 912

VT 017 745

An Evaluation of Results and Effectiveness of Job Banks: Volume I, Parts I and II.

Ultrasystems, Inc., Newport Beach, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Pub Date Mar 72

Note—71p.; R-MEL-72-02a

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Relations, *Data Bases, *Employment Services, *Federal Programs, Glossaries, Goal Orientation, Man Machine Systems, Manpower Development, *Manpower Needs, Manpower Utilization, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement

Identifiers—*Job Banks

In order to assist the Manpower Administration of the U. S. Department of Labor in the planning, development, and expansion of over a hundred computerized "job banks" located in nearly every State, field interviews were conducted with job applicants, employers, Employment Service staff, and community agencies to evaluate the current status of these data based and to make recommendations for program improvement. Positive results achieved by using "job banks" are detailed, and the program itself is delineated. Major program benefits include the introduction of computer technology to manpower service delivery, with its potential for computerized job-matching. Optimizing the "job bank" and its

functions is suggested, rather than viewing the whole system as transitional and therefore dismissing its major problems. The impact of local "job banks" on Employment Service goals, Employment Service staff, and on the local community are discussed, noting improvements in managing the Employment Services and other human relations aspects, such as better service to the job-seeker. There is little correlation, however, between program achievements and Employment Service goals. (AG)

ED 069 913 VT 017 746
Gardner, Glen Martin And Others

The Association Between Local School Administrators' and Counselors' Attitudes Toward Vocational Education and Students' Participation in an Area Vocational-Technical School.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater, Div. on Research, Planning, and Evaluation.

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, *Administrators' Attitudes, *Area Vocational Schools, Correlation, *Counselor Attitudes, Student Characteristics, *Student Participation, Student Testing, Tables (Data), Tests of Significance, Vocational Development, *Vocational Education

Identifiers—*Oklahoma

The primary purpose of this study was to determine the relationship between the attitudes held by administrators and counselors toward vocational education (as measured by the ATVE Scale) and the attitudes and abilities of students from their schools attending the area vocational-technical school. Data were analyzed from 10 administrators and 10 counselors from schools participating in an area vocational-technical school as well as from students enrolled in the school for the first time. Student attitudes and characteristics at schools where the administrator or counselor scored above the mean on the ATVE scale were compared to the same criteria of the students from schools where the administrator or counselor scored below the mean on the ATVE Scale. An analysis of the data revealed: (1) There is a correlation between administrator and counselor attitudes toward vocational education (as measured by the ATVE Scale) and student variables, as shown by General Learning Ability scores and occupational pattern test scores, and (2) The more positive counselor and administrator attitudes were related directly to better student scores on these tests. (Author/AG)

ED 069 914 VT 017 747
Colorado Health Occupations Manpower Survey, 1972.

Colorado State Board for Community Colleges and Occupational Education, Denver; Colorado State Dept. of Employment, Denver. Research and Analysis Section.

Pub Date 72

Note—93p.

Available from—State Board for Community College and Occupational Education, Colorado State Employment Service, Room 207 State Services Bldg., Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Educational Opportunities, *Educational Programs, Employment Opportunities, Employment Projections, *Health Occupations, Health Occupations Education, Health Services, Job Training, *Manpower Needs, Manpower Utilization, *Occupational Surveys, Service Occupations, Skill Obsolescence, Staff Improvement, Tables (Data), Technical Occupations

Identifiers—*Colorado

This study was conducted to supply information for vocational education planners concerning the employment needs of the health services industry in Colorado. It should also provide some indication of the demand for trained workers in the occupations surveyed by coordinating expected company expansion and replacement needs with the number to be company-trained and with the output of ongoing and/or new vocational training programs. Some general findings from the survey of health institutions were: (1) There is a need for retraining technical workers, and this training should take place annually, (2) Training programs for registered and licensed practical nurses should reflect the expanding roles of occupations, and (3) Physician's assistant, paramedic bio-medical equipment

technician, and medication technician were seen as emerging occupations. Tables reflecting current and projected manpower needs by region and analyses of 42 selected health occupations are included in the report. The survey questionnaire and other study materials are appended. (SB)

ED 069 915 VT 017 748
Moulette, John B.

The Conflict within Industrial Arts and Industrial Arts Education.

Pub Date 5 Nov 70

Note—10p.; Presentation to the Industrial Arts Club (Pullman, Washington, November 5, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conflict Resolution, Definitions, Educational Objectives, *Industrial Arts, *Industrial Education, *Role Perception, Vocational Education

Identifiers—*Industrial Arts Education

Generated out of concern over the confusion and ambiguity between the terms "industrial arts" and "industrial arts education," resulting from their long term misuse and misinterpretation, this paper seeks to clarify their intent and role within the public education sector and industrial education in general. One of a number of programs and/or services coming under the umbrella of industrial education, industrial arts is taught in high school and classified as a general education or pre-vocational education program emphasizing the development of manipulative skills, while industrial arts education is a college level program which prepares individuals to become teachers of industrial arts. The conflict in industrial arts and industrial arts education stems not from the definition of terms nor the separation of programs but, rather, from a desire to fuse all terms and all programs under the industrial education umbrella. The lack of clearly delineated roles and goals under this umbrella further confounds the situation. The intrusion of a trade and industrial or technical education program in the industrial arts program is damaging to the students, teachers, and the program. Industrial arts and industrial arts education needs to confine its role and product to education and not to industry or engineering. (SN)

ED 069 916 VT 017 750
Equal Opportunity in Employment.

Civil Service Commission, Washington, D. C. Library.

Report No.—Pers-Bib-Ser-38

Pub Date 71

Note—139p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 0600-0614, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Disadvantaged Groups, Employment Opportunities, Employment Practices, Employment Problems, Employment Programs, *Equal Opportunities (Jobs), Federal Government, Federal Programs, *Government Publications, Government Role, Handicapped, Minority Groups, Older Adults, *Personnel, Sex Discrimination, Vocational Development

This annotated bibliography, a government publication, updates earlier personnel bibliographies on the subject of equal opportunity in employment. Topics covered include: (1) employment programs for minority groups, focusing on government programs, employment practices, programs for the disadvantaged, and professional and executive positions, (2) the handicapped, divided into specific categories, (3) the older worker, and (4) selected books and articles on the employment of women, including women in the Federal Government and career opportunities for women at the executive, managerial, and professional levels. (AG)

ED 069 917 VT 017 769
A Handbook of Cooperative Programs for Oklahoma Vocational and Technical Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 72

Note—49p.; 1972 Revision

Available from—Oklahoma State Dept. of Vocational Education, 1515 W. Sixth St., Stillwater, Oklahoma 74074 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Cooperative Programs, Humanities, Instructor Coordinators, Job Training, Manuals, Program Coordination, *Program Descriptions, Resource Materials, Secondary Grades, *State Programs, Student Evaluation, Vocational Development, *Vocational Education

Identifiers—Educational Awareness, *Oklahoma

This revised handbook describes Oklahoma's cooperative programs for the secondary grades in vocational education, including the following topics: (1) purposes of vocational education, (2) the six types of cooperative programs in Oklahoma, (3) the role of teacher-coordinator, (4) the advisory committee's role, (5) regulations, (6) training stations, (7) selection of students, (8) student evaluation, (9) youth organizations for cooperative education students, (10) coordination of programs, and (11) legal considerations. Sample program materials are appended. (AG)

ED 069 918 VT 017 770

Career Education Resource Guide.

General Learning Corp., Washington, D. C.

Pub Date 72

Note—257p.

Available from—General Learning Corp., 2139 Wisconsin Ave., N.W., Washington, D. C. 20007

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Bibliographies, *Career Education, *Conceptual Schemes, Educational Objectives, Elementary Grades, Humanities, *Instructional Innovation, *Learning Activities, Photographs, Program Evaluation, *Resource Guides, Secondary Grades, Vocational Development

Identifiers—Career Awareness

This resource guide for career education programs presents separate sections with innovative learning activities and resource ideas for kindergarten and the elementary grades, the middle and junior high school grades, and for high school and adult education. Ideas for evaluating career education programs are given for each level, together with teaching procedures, performance objectives, resource materials, conceptual statements, and explanatory notes for each learning activity. Photographs illustrate the text, which was developed largely by teachers, school administrators, and other educators from school systems throughout the nation for the use of other teachers at the elementary and secondary levels. A bibliography, a list of resource people, a conceptual chart correlated with individual learning activities, and an extensive rationale for career education are included. (AG)

ED 069 919 VT 017 801

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons. Agency—Office of Education (DHEW), Washington, D. C.

Pub Date 72

Note—20,699p.

EDRS Price MF-\$47.52 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in Volume 6, Number 1 (VT 017 800) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 069 920 VT 017 809

Cunningham, Luvern L.

Governing Schools: New Approaches to Old Issues. Merrill's Series for Educational Administration.

Report No.—5054-06670

Pub Date 71

Note—277p.; PMM Collection

Available from—Charles E. Merrill Publishing Co., Div. of Bell and Howell Co., 1300 Alum Creek Dr., Columbus, Ohio 43216

Document Not Available from EDRS.

Descriptors—*Administrative Problems, Community Relations, Educational Change, *Educational Problems, Educational Resources, Political Attitudes, *Professional Personnel, *School Administration, School Community Relationship, School Improvement, *Staff Improvement

This book for educational administrators covers a wide range of problems, from the difficulties of administering a junior high school in the ghetto to the difficulties of re-organizing metropolitan areas. The author provides criteria for evaluating proposals to solve the problems and gives the historical perspective one needs to view the school-society scene objectively. The early chapters of the book treat contemporary problems and issues ranging from the questions of institutional survival in times of extreme crisis to the larger issues in institutional accountability. Subsequent chapters contain analyses of the relationship between school and other governments, the implications of research on community power for school control, and some new models for organizing schools on metropolitan bases. Concluding chapters deal with proposals for reform such as decentralization and community control, citizen participation in school affairs, and perspectives on preparing today's educational leaders for tomorrow's problems. (PM)

ED 069 921

VT 017 830

Blum, Lawrence P., Comp. Kujoth, Richard K., Comp.

Job Placement of the Emotionally Disturbed.

Report No.—7300-06835

Pub Date 72

Note—453p.; PMM Collection

Available from—Scarecrow Press, Inc., 52 Liberty St., Box 656, Metuchen, N.J. 08840

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Emotionally Disturbed, Emotional Maladjustment, *Employment Problems, Guidance Services, *Job Placement, *Rehabilitation Programs, Vocational Adjustment, Vocational Counseling, *Work Attitudes

This collection of 43 professional papers includes discussions by experts in the fields of psychiatry, clinical psychology, counseling psychology, vocational rehabilitation counseling, employment counseling, sociology and social work. Major topic sections are: (1) The Concept of Cure Versus the Reality of Improvement, (2) Personal Problems of the Emotionally Disturbed Related to Job Placement, (3) Readiness for Work and Appraisal of Readiness, (4) Rehabilitation and Placement of the Emotionally Disturbed as a Process, (5) Hiring Attitudes and Practices of Employers, and (6) Follow-up of Placement of the Emotionally Disturbed. Author and subject indexes are included. (PM)

ED 069 922

VT 017 850

Working Papers on Career Education.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Career Education, Career Planning, Charts, Course Content, Course Organization, Educational Objectives, Elementary Grades, *Models, *Occupational Clusters, Occupational Information, School Organization, Secondary Grades

Identifiers—*Program Implementation

This document contains four working papers dealing with various aspects of career education. "Career Education: Description and Goals," prepared by E. L. Rumpf and others, defines career education and identifies and discusses eight characteristics and seven career education goals. "Career Education: A Model for Implementation," prepared by J. Dechman and others, suggests means by which the entire school program can be restructured to meet the goals and objectives of career education. A "Bibliography on Career Education," prepared by S. C. High, Jr., and L. Hall, lists documents, periodical articles, and information sources which either deal directly with the career education concept or are related to the concept. "Career Clusters: An Organizational Technique to Facilitate the Delivery

of Career Education," prepared by staff committees of the Division of Vocational and Technical Education, provides first draft charts illustrating the nature and content of 15 career clusters. (SB)

ED 069 923

VT 017 851

Ryan, T. Antoinette Zeran, Franklin R.

Organization and Administration of Guidance Services.

Pub Date 72

Note—465p.

Available from—Interstate Printers and Publishers, Inc., 19 N. Jackson St., Danville, Illinois 61832

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Counselor Role, Decision Making, Educational Accountability, *Educational Innovation, Educational Objectives, Goal Orientation, *Guidance Personnel, *Guidance Services, Occupational Guidance, *Systems Approach, Vocational Development, Worksheets

Identifiers—Educational Awareness

The organization and administration of guidance services must be person-oriented and future-directed, utilizing a systems approach for developmental planning and evaluation in order to satisfy demands for accountability in education. Focusing specifically upon systems analysis, ST-benefit analysis, computer-assisted counseling and related services, careers for women, and career development and decision-making in general, the text includes student exercises, numerous educational and guidance objectives, and an index. The 12 chapters deal with: (1) an overview, (2) a systems approach to guidance management, (3) individual analysis services, (4) information services, (5) career development and decision-making education, (6) placement and work-experience, (7) followup, (8) counseling service, (9) roles and responsibilities, (10) evaluation of guidance services, (11) functions: constraints and actualizers, and (12) selection criteria, preparation, and certification of guidance personnel. (AG)

ED 069 924

VT 017 852

An Assessment of the Impact of Vocational Education Research and Related Projects on Educational Practice in Pennsylvania Since 1966.

American Management Center, Inc., Philadelphia, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Aug 72

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum Development, *Educational Practice, Educational Programs, *Educational Research, Program Evaluation, *Research Coordinating Units, *Research Projects, Student Characteristics, *Vocational Education

Identifiers—*Pennsylvania

To determine the impact of vocational education research and related projects on educational practice in Pennsylvania since 1966, descriptive data were gathered on 115 Research Coordinating Unit (RCU) projects funded from 1966 through March 1972. Some general findings were: (1) Most projects were housed in public schools (Grades 9-12) serving large rural or urban communities, (2) Most targeted populations were "regular" students, but disadvantaged and handicapped students were represented, (3) Research, curriculum development, and training programs were the major face of most projects, (4) Impact in educational practices tended to be limited to local geographic areas, (5) Local vocational education advisory councils were little used, but when used, they proved to be effective, (6) Most trainees were white, with blacks accounting for 7.5 percent of all trainees, and (7) Adequacy of RCU funding, external and internal influences, and assistance received had the strongest influences on outcomes among all project. Based on these results, it was suggested that directors better utilize internal sources of influence (parents, students, advisory councils, and others) and that the role of the RCU be expanded, in terms of greater interaction with projects during and after funding. A formal and systematic model to enable such interaction is included in this report. (SB)

ED 069 925

VT 017 853

Industrial Arts in the Southeast.

North Carolina State Univ., Raleigh.

Note—37p.; Report of a Task Force of the Southeast Industrial Arts Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Conference Reports, Educational Objectives, Educational Planning, *Industrial Arts, *Industrial Education, *Regional Planning, Self Actualization, Southern States, Vocational Development, Vocational Education

Identifiers—Educational Awareness, *Southeast Industrial Arts Conference

The membership of the Southeast Industrial Arts Conference was commissioned at its annual meeting in Atlanta in 1970 to develop position statements on a variety of questions and issues facing industrial arts in the Southeast. Prepared by a task force having 10 groups of members, this report contains the position statements developed at this conference, including educational objectives and educational needs relating to 10 aspects of industrial arts education and program development in the Southeast. Topics discussed include: (1) the role of industrial arts in assisting youth to cope with a changing society, (2) its contribution to general education, (3) federal support for industrial arts, (4) programs for the gifted, (5) industrial arts as special education, (6) industrial arts as compensatory education, (7) the role of industrial arts in vocational education, (8) industrial arts education as recreation, (9) industrial arts in consumer education, and (10) industrial arts for self-realization. (AG)

ED 069 926

VT 017 854

Katzell, Mildred E., Ed. Byham, William C., Ed.

Women in the Work Force. Confrontation with Change Series.

Pub Date 72

Note—76p.; Proceedings of a Conference of the New York State Psychological Association, Division of Personnel Psychology (New York, November 1970)

Available from—Behavioral Publications, Inc., 2852 Broadway-Morningside Heights, New York, N.Y. 10025

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Employment Opportunities, Employment Trends, Feminism, Labor Force, *Manpower Utilization, Psychological Characteristics, Sex Differences, *Social Change, *Working Women

An outgrowth of a conference, this book defines issues, identifies problems, and suggests courses of action that will lead to the full utilization of women in the work force. Chapters are: (1) "The Current Status of the Employment of Women" by C. East; (2) "Women's Liberation Means Putting Sex in Its Place" by W. S. Heide; (3) "Employment Implications of Psychological Characteristics of Men and Women" by E. Matthews; (4) "What is Labor Doing About Women in the Work Force?" by D. Haener; (5) "What Management is Doing About Women in the Work Force" by E. N. Bomsey; (6) "What Government is Doing About Women in the Work Force" by J. Wilks; and (7) "Where Do We Go From Here?" by T. Costello. (SB)

ED 069 927

24

VT 017 855

Lindman, Erick L.

Financial Support for Vocational Education in the Public Schools. Final Report.

California Univ., Los Angeles. Graduate School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0385

Pub Date Sep 72

Grant—OEG-0-9-140385-4699/085)

Note—213p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cost Effectiveness, Educational Equipment, *Educational Finance, Federal Aid, *Financial Support, Grants, Program Costs, Program Evaluation, State Aid, State Standards, *Vocational Education

This final report is based on a 3-year study pertaining to financial support for vocational education. Chapter 1 summarizes findings and recommendations of the last year of study, including specific suggestions for administering federal and state grants-on-aid for vocational education, and Chapter 2 incorporates information about the

cost of vocational education obtained from field studies conducted by the research team. Procedures to project the annual cost of replacing obsolete instructional equipment are discussed in Chapter 3, while evaluation of programs through cost effectiveness analysis and suggestions for conducting follow-up studies of graduates are described in Chapter 4. In Chapter 5, the rationale for federal aid for vocational education and alternative apportionment formulas are examined, and Chapter 6 examines the problem of apportioning categorical aid funds for vocational education among local schools. Some recommendations pertaining to the administration of federal and state funds are: (1) Specific guidelines should be established for prorating direct costs among instructional programs, (2) State education agencies should establish standards for acquiring, maintaining, and replacing instructional equipment, and (3) National goals for vocational education should be established with sufficient precision so that the cost of attaining them can be estimated. (SB)

ED 069 928 VT 017 884
Breath Examiner Specialist Instructor Training Institute. Final Report.

Dunlap and Associates, Inc., Darien, Conn.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Report No.—DOT-HS-800-696
Pub Date Jun 72

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Alcohol Education, Examiners, *Institutes (Training Programs), Instructional Materials, *Job Training, *Lesson Plans, Specialists, Supervisory Training, *Teacher Education, Teaching Experience, Teaching Skills, Team Training, *Traffic Safety, Training Laboratories

Identifiers—*Breath Examiner Specialist Instructors

Five regional training institutes were held in the spring of 1972 to develop a cadre to teach the National Highway Traffic Safety Administration curriculum package, "Basic Training Program for Breath Examiner Specialist." Emphasis of the institutes was on the development of teaching skills, rather than breath testing skills. Enrollees were drawn from 42 states, Puerto Rico, and Washington, D.C. Two-thirds of the enrollees represented law enforcement services, with the rest from alcohol safety programs, state agencies, and universities. This report contains information and materials about institute planning, enrollee selection, and institute conduct and evaluation. Lesson outlines used by instructors at each of the five institutes are included in the appendixes. Evaluation indicated that 96 percent of the enrollees found the institutes to be quite valuable or exceptionally valuable to them as instructors. Course-related instructor training covering teaching techniques required by the curriculum package was appreciated. The report recommends the funding of similar institutes for other highway safety courses. (MF)

ED 069 929 VT 017 972
Vocational and Technical Education Selected Statistical Tables—Fiscal Year 1971.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—Voc-Edu-Inf-III

Pub Date Aug 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Expenditures, Resource Allocations, State Federal Aid, *State Programs, *Statistical Data, *Student Enrollment, Technical Education, *Vocational Education

This report consists of computer printouts of statistical data compiled from state annual reports for the 1971 fiscal year. Tables present data by state relating to funds and expenditures for vocational education, number of vocational education teachers and their training, enrollments in various programs, and placement of program completions. These state data should be useful in assessing the scope and progress of vocational education in the United States, particularly for those concerned with planning. (MF)

ED 069 930

Boocock, Sarane S.

Life Career. School Job Catalog, Instructor's Manual, Spinner and Scoring Booklet, and Game Materials.

Report No.—S061-06772

Pub Date 69

Note—176p.; PMM Collection

Available from—Western Publishing Company, Inc., School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470

Document Not Available from EDRS.

Descriptors—Career Education, *Decision Making, *Educational Games, Educational Opportunities, *Instructional Materials, *Labor Market, Problem Solving, Resource Materials, Role Playing, Secondary Grades, *Simulation, Social Sciences

Identifiers—Career Awareness, *Decisions, Self Awareness

This game, a simulation of the way the labor market, educational opportunities, and marriage and leisure patterns operate in our society, is designed for high school and college students in classroom situations, and has been extensively tested at that level. It can be used with any number of students, for any amount of time. Participants walk through a span of 8 years in the future as decision-makers for a fictitious person presented to them in the form of a profile or case history. Each team of decision-makers is in competition with other teams working with the same profile. At various intervals, players are fed back the consequences of their decisions in the form of scores which are indicators of the relative satisfactions of the life they have planned. The game is designed to meet the four basic requirements for intelligent career decision-making: (1) a feeling for what the future will be like, (2) information on alternatives or opportunities, (3) the pattern of a life cycle, and (4) practice in decision making. (PM)

ED 069 931

Lombard, Jack Grinager, Marilyn

Keys: Career Exploration. Cassettes and Films, Career Guidance and the Kuder Interest Inventories, and Guide.

Report No.—5122-08003

Note—45p.; PMM Collection

Available from—Science Research Associates, 259 E. Erie Street, Chicago, Ill. 60611

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Career Education, Career Planning, Careers, Elementary Grades, *Filmstrips, *Magnetic Tape Cassettes, *Occupational Choice, *Occupational Guidance, Personal Interests, Resource Materials, Secondary Grades, Services, Vocational Counseling, *Vocational Interests

Identifiers—Attitudes Appreciations, *Career Awareness, Self-Awareness

This set of 17 related items, intended for Grades 6-9, consists of 10 filmstrips, 5 cassettes, and a manual. The first filmstrip explains the Kuder E. interest profile and gives an overview of the filmstrip series, and the remaining filmstrips are divided along the 10 Kuder E. General Interest Survey categories. However, the filmstrips and cassettes can be used without the Kuder interest inventories. Filmstrips 2-10 and accompanying cassette scripts discuss: (1) common characteristics of occupations in the filmstrips, (2) advantages and disadvantages of the field, which tasks are most satisfying, how to enter and advance, (3) need for specific talents or education, (4) indication of related high school courses, extracurricular activities or avocations, (5) where to obtain more information. The manual includes an extensive chart of occupations arranged by interest categories and relates occupations to the reference numbers of appropriate Widening Occupational Roles Kit and Occupation Exploration Kit, also published by Science Research Associates. (PM)

ED 069 932

Carlson, Clayton D.

Career Education: A Maturing Concept. Second Interim Report of the K-12 Project in Career Development and Bridging the Gap Between School and Work, Watertown, South Dakota.

Watertown Independent School District 1, S. Dak.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

VT 018 010

Bureau No—0-361-0159

Pub Date 15 Sep 72

Contract—OEC-0-71-0526

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Counselor Training, *Curriculum Development, Developmental Programs, Inservice Programs, *Occupational Information, *Program Evaluation, Vocational Counseling, *Vocational Development, Work Experience Programs

The second interim report of the Watertown, South Dakota, public schools career development project covers the year ending September 13, 1972. This second year continued program development and implementation and began dissemination of project information. Individual development was emphasized in the elementary and junior high programs, with specific decision-making situations explored during the senior high school years. Occupational information centers in the junior and senior high school provided information and counseling services. Career counseling for school-alienated youth, with work experience and similar programs at the secondary level, helped these students to evaluate their future. Acceptance of career education concepts in the schools carried over into the community. Included in this document is the evaluation team report on the project with detailed appraisals of each project objective. Among the recommendations the committee recommended that the various counseling activities be combined in one counseling center, eliminating the distinction between "career" counseling and "academic" counseling. (MF)

ED 069 933

Trends in Vocational Education.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—Voc-Educ-Inf-II

Pub Date Jul 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Educational Trends, Employment Statistics, Enrollment Projections, *Enrollment Trends, *Expenditures, Federal Programs, *Tables (Data), Teacher Employment, Vocational Development, *Vocational Education

This government report, the second in the "Vocational Education Information" series for fiscal year 1971, includes numerous tables and graphs to present data concerning various trends in vocational education for fiscal year 1965 and other selected fiscal years through 1971. Vocational education trends in enrollments, expenditures, and teacher employment are given separately, including the United States and outlying areas. This statistical information, derived from annual reports published by the Division of Vocational and Technical Education and unpublished data from state annual reports and state plan projections, will prove useful for those interested in the nature and scope of vocational education in the United States, especially program administrators. Projected data are provided for fiscal year 1976, and changes and adjustments from previous reporting methods are explained. The data show significant growth in vocational education, such as curriculum improvements, expanded enrollment, and increased expenditures. In addition, new facilities and equipment and better reporting techniques also reflect the impact of the Vocational Education Acts of 1963 and 1968, although their influence is not fully apparent until fiscal year 1971. (AG)

ED 069 934

Young, Robert C.

Vocational Education Planning: Or Making Do with Imperfect Data.

Pub Date 72

Note—27p.; Presentation at the American Vocational Association Convention (Chicago, Ill., December 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Educational Finance, Educational Needs, Information Needs, Institutional Role, Labor Market, Manpower Development, Manpower Needs, Mathematical Models, *Program Evaluation, *Program Planning, *Resource Allocations, Speeches, State Programs, Vocational Development, *Vocational Education

Identifiers—*American Vocational Association

VT 018 016

To better plan and evaluate vocational education programs at the state level, a mathematical formula was evolved for allocating resources to local education agencies (LEA's) which would reflect: (1) manpower needs, (2) vocational education needs, (3) relative ability to pay, and (4) excess costs. A "curricular priority matrix" and a geographic allocation formula would prove less costly than extensive cost-effectiveness analysis for purposes of program evaluation. In order to determine financial allocations for each curriculum, a modified synthesis of two funding approaches is suggested. For the "training related openings strategy", the planner funds priority curriculums only as justified by the projected number of job openings in occupations related to their vocational training. An alternative plan, the "labor market success strategy," utilizes job satisfaction information in conjunction with student course preferences as major determiners of program funding levels. This second approach is suggested for local planning, especially when considering the scarcity of adequate labor market data. The importance of institutional flexibility for effecting necessary changes is emphasized. (AG)

ED 069 935

VT 018 023

Federal Government: Civilian Agencies. U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-2

Pub Date Jul 71

Note—325p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.10:345-2, \$2.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Agency Role, *Community Agencies (Public), Federal Government, *Government Publications, *Government Role, Majority Attitudes, *Metric System, *National Surveys, Problem Solving, Resource Materials, Social Change, Social Problems

This second interim report on the feasibility of a United States changeover to a metric system stems from the U.S. Metric Study, which was authorized by Public Law 90-472, and was prepared by the National Bureau of Standards to provide a better basis for Congressional evaluation

of this issue. Participating in this national survey were 55 federal agencies, of which over half of their individual responding subunits were already using the International System of Units called the SI measurement units or SI-based engineering standards. In spite of the substantial costs involved during a conversion period, 48 of the 50 affected expect long-term advantages to outweigh disadvantages for them, and 39 agencies support a coordinated national effort to increase use of the metric system in the United States, with only one agency in opposition to the idea. The areas of federal responsibility already seriously affected by the current national level of metric system use are: (1) automobile safety, caused by the influx of metric-dimensioned foreign vehicles and components, and (2) the shipbuilding functions of the U.S. Coast Guard. Increased problems in the "area of national responsibility" are expected by over a third of the 57 responding agencies if a "laissez faire" government policy continues. Extensive resource materials are appended, including a glossary, responses to survey questionnaires, and legal problems attendant on national conversion to SI units. (AG)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Ability Identification

Test-Free Person Measurement with the Rasch Simple Logistic Model.

ED 069 785

Able Students

The Effect of a Process-Oriented Curriculum on Advancing Higher Levels of Thought Processes in High Potential Students.

ED 069 467//

Abstracts

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 4.

ED 069 847

Administration; A Selective Bibliography. Exceptional Child Bibliography Series No. 610.

ED 069 067

Aurally Handicapped -- Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 625.

ED 069 068

Diagnostic Teaching; A Selective Bibliography. Exceptional Child Bibliography Series No. 632.

ED 069 071

Drug Therapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 602.

ED 069 064

Gifted and Creativity Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 639.

ED 069 073

Preschool and Early Childhood; A Selective Bibliography. Exceptional Child Bibliography Series No. 606.

ED 069 065

Speech Handicapped -- Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 627.

ED 069 069

Trainable Mentally Handicapped -- Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 640.

ED 069 074

Trainable Mentally Handicapped -- Research; A Selective Bibliography. Exceptional Child Bibliography Series No. 641.

ED 069 075

Vocational Training; A Selective Bibliography. Exceptional Child Bibliography Series No. 633.

ED 069 072

Academic Achievement

Achievement of Special Programme (Senior - A.V.) Graduates.

ED 069 800

Achievement Unlimited: Enhancing Self-Concept through Improvement of Academic, Motor and Social Skills.

An Assessment of the Differences Between High and Low Achieving Students. Final Report.

ED 069 080

Broward County Senior Test Results in Public and Private Schools.

ED 068 890

A Comparative Study of the Academic Achievements of Secondary Age Students of the United States and the British Isles.

ED 069 740

Effects of a Less Prescriptive, Student-Centered College Curriculum on Satisfaction, Attitudes and Achievement.

ED 069 599

The Effects of a Systematic Manipulation of Contingencies upon Overt Work Behavior in a Primary Classroom.

ED 069 798

Evaluation of Innovative Schools: Student Achievement, 1970-71.

ED 068 912

The Indian Adolescent: Psychosocial Tasks of the Plains Indian of Western Oklahoma.

ED 069 743

Manual for Interpreting Elementary School Reports: 1972-73.

ED 069 444

Manual for Interpreting Secondary School Reports: 1972-73.

ED 069 808

Survival Behaviors in the Educational Setting: Their Implications for Research and Intervention. Report No. 13.

ED 069 811

ED 069 091

Academic Aspiration

Motivation for Learning.

ED 069 216

Academic Education

Indian Education and the Federal Government.

ED 069 465

Academic Failure

The Effect of School Failure on the Life of a Child.

ED 069 398

Academic Performance

The Relationship between Navy Classification Test Scores and Final School Grades in 98 Class "A" Schools.

ED 069 727//

Accelerated Programs

The Rescheduled School Year. A Statement.

ED 069 024

Accident Prevention

Accident Prevention: A Workers' Education Manual.

ED 069 906

Accountants

The Interagency Auditor Training Center Bulletin for Fiscal Year 1973.

ED 068 847

Acculturation

The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals.

ED 069 819//

Achievement

A Cognitive-Developmental Analysis of Achievement and Moral Judgments.

ED 069 377

The Identification and Analysis of Selected Factors Contributing to High Achievement in Elementary Science.

ED 069 466//

A Math Continuum, Part D.

ED 069 484

Mother Directed Achievement of Children in Two Cultures.

ED 069 376

The Retention of Science Concepts After a Period of Six Months by Students in High School Biology, Chemistry, and Physics, as a Function of Selected Student and Teacher Variables.

ED 069 471//

Achievement Gains

An Assessment of the Differences Between High and Low Achieving Students. Final Report.

ED 068 890

Achievement Need

Behavioral and Fantasied Indicators of Avoidance of Success in Men and Women.

ED 068 851

Motivational Determinants of Curricular Choice in College Males.

ED 068 856

Achievement Rating

First Year Knowledge Acquisition in the Humanities.

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Achievement Tests

Constructing and Using Achievement Tests: A Guide for Navy Instructors.

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- Assisting Local Schools in Modifying Their Business Education Programs. Final Report. ED 069 871
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- Recommendation for Enhancing the Educational Process for Hispano Students in the Denver Public Schools. ED 069 455
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- Adventures in Cooking: A Collection of Recipes for Use in Nursery Schools, Day Care Centers, Head Start Programs, Kindergartens, and Primary Classrooms. ED 069 360
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- Habituation and the Response to Discrepancy: Implications for Memory, Retrieval, and Processing Perceptual Information. ED 069 404
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- Administration: A Selective Bibliography. Exceptional Child Bibliography Series No. 610. ED 069 067
- So You're Going to Run a Day Care Service! ED 069 351
- Administrative Organization**
- Home Start Evaluation Study. ED 069 440
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- Organization and Administration of Guidance Services. ED 069 923//
- Administrative Personnel**
- The Educational Development Officer: Role, Tasks and Training. ED 069 264
- Administrative Policy**
- Administrator's Handbook for Kindergartens. ED 069 334
- Administrative Problems**
- Governing Schools: New Approaches to Old Issues. Merrill's Series for Educational Administration. ED 069 920//
- Administrator Attitudes**
- The Association Between Local School Administrators' and Counselors' Attitudes Toward Vocational Education and Students' Participation in an Area Vocational-Technical School. ED 069 913
- The Computer: An Administrative Dilemma. ED 069 116
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- An Institute for Community College Faculty, Student Personnel Specialists, Administrators and Students. Final Report. ED 069 608
- Preparing Educational Leaders: A Review of Recent Literature. ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM/ State-of-the-Knowledge Series, Number Fourteen. UCEA Monograph Series, Number One. ED 069 014
- Training-in-Common for Educational, Public, and Business Administrators. ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Seventeen. UCEA Monograph Series, Number Four. ED 069 016
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- Handbook for Supervisors of Air Force Reserve Personnel in Mobilization Augmentee Program. ED 068 744
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- Preschool Reading Instruction: A Literature Search, Evaluation, and Interpretation. Final Report. ED 069 345
- Administrator Role**
- Resources for Social Change II: A Guide for School Administrators. ED 069 045
- Admission (School)**
- Ontario Universities' Application Centre. A Study of the Needs and Design of a Centre for Applications for Admission to the Universities of Ontario. ED 069 248
- Admission Criteria**
- Descriptive Summary of Admission and Freshman Placement Tests Used at the University of Wisconsin--Madison. ED 069 760
- Selective Admission of Teachers to Graduate Study. ED 069 807
- Adolescence**
- Developmental Aspects of Temporal Orientation in Adolescents. ED 069 407
- The Indian Adolescent: Psychosocial Tasks of the Plains Indian of Western Oklahoma. ED 069 444
- Adolescents**
- Adolescent Literature, Adolescent Reading and the English Class. ED 068 991
- Adolescents in Crisis: Children's Perception of Parental Behavior. ED 068 876
- Becoming an Adult. Home and Family Education: 6763.05. ED 068 881
- Adoption (Ideas)**
- Innovation in Education--Norway. Technical Report. ED 069 572
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- An Annotated Bibliography of Adult Basic Education and Related Library Materials. ED 068 279
- Basic Information Sources: Business and Industry. ED 068 809
- Collection of Papers Prepared for 1970 National Seminars. Adult Basic Education in Corrections. ED 068 791
- Establishing the LINC (Learning Individualized for Canadians) Program: A Manual for Administrators and Instructors. ED 068 803//
- Experimental Training Program in Adult Basic Education in Correctional Institutions. Final Report. ED 068 788
- Experimental Training Program in Adult Basic Education in Corrections. Final Report II. ED 068 789
- Goals of Adult Basic Education in Corrections. ED 068 790
- Hardware and Software for Adult Basic Education in Corrections. ED 068 832
- Hardware and Software in Corrections Education. ED 068 743
- Literacy 1969-1971. Progress Achieved in Literacy Throughout the World. ED 068 786//
- National Right to Read Partners. ED 068 812
- Redirection in Corrections through Adult Basic Education. ED 068 772
- Student Taught Adult Basic Literacy Efforts. ED 068 796
- Adult Development**
- Educational Systems and the New Demands of Industrialized Societies. Series B: Opinions No. 3. ED 068 779
- New Trends in Adult Education: Concepts and Recent Empirical Achievements. Series C: Innovations No. 7. ED 068 780
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- Counselor Role**
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ED 069 769

Assembler (elec. equip.) 826.884, Assembler,
Electrical (elec. equip.) 826.884--Technical
Report on Development of USTES Aptitude
Test Battery.

- ED 069 647
Assembler, Oil Filters (auto mfg.) 739.887--
Technical Report on Development of USTES
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Assembler, Small Products (any ind.) 739.887-
034--Technical Report on Development of
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Body Maker Feeder (tinware) 616.885--
Technical Report on Development of USTES
Aptitude Test Battery.
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Cannery Mechanic (can. and preserv.)
638.281-022--Technical Report on Develop-
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Chemical and Metallurgical Technology--
Technical Institute Training 008.-- and 011. --
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14.061--Technical Report.
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Lather (const.) 842.781-010--Technical
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Inference in Discrimination Learning of Early Elementary School Children. ED 069 343
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The following clearinghouse prefixes are used:

AC — Adult Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

Clearinghouse Number/ED Number Cross Reference Index

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education* (RIE):

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

AIR SUPPORTED STRUCTURES 210

ALTERNATIVE SCHOOLS 470

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CONSTRUCTION MANAGEMENT 020

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control

Multilateral Disarmament

Nuclear Control

Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

EDITORIALS 050

EXTERNAL DEGREE PROGRAMS 140

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

HYBRID AIR STRUCTURES 210

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis

International Torts

Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

ITEM BANKS 520

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon

UF Lunar Exploration

MERIT PAY 220

MEXICANS 380

SN Citizens of Mexico

Military Policy

USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MORAL DEVELOPMENT 130

MULTIDIMENSIONAL SCALING 190

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

OBSERVATIONAL LEARNING 310

OPEN EDUCATION 140

UF Open Schools

PARANOID BEHAVIOR 420

PAROCHIAL SCHOOL AID 220

PEACE 480

UF International Peace

World Peace

PERFORMANCE BASED TEACHER EDUCATION 140

SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do

UF Competency Based Teacher Education

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210**POLISH AMERICANS 380****POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PREGNANT STUDENTS 380**PROPERTY TAXES 230**

UF Ad Valorem Tax

PUNISHMENT 310**PUPPETRY 030**

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210**SEMANTIC DIFFERENTIAL 190****SEX DISCRIMINATION 480**

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

UPPER DIVISION COLLEGES 470

SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480

UF Civil War
Conventional Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids

UF Litter
Refuse

WOMENS STUDIES 110

The first part of the report discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial data and for providing a clear audit trail. The second part of the report details the various methods used to collect and analyze the data, including interviews, surveys, and document analysis.

The findings of the study indicate that there are significant gaps in the current record-keeping practices. These gaps are primarily related to the lack of standardized procedures and the inconsistent use of different systems. The report also highlights the need for improved training and support for the staff involved in the process.

In conclusion, the report recommends that the organization implement a series of measures to address the identified issues. These measures include the development of a standardized record-keeping policy, the implementation of a unified system, and the provision of ongoing training and support. The report also suggests that the organization should consider the use of technology to improve the efficiency and accuracy of the process.

The report concludes by stating that the implementation of these measures will result in a more efficient and accurate record-keeping system. This will, in turn, improve the overall quality of the financial data and provide a more reliable basis for decision-making. The report also notes that the organization should continue to monitor the effectiveness of the measures and make adjustments as needed.

The report is a comprehensive document that provides a detailed overview of the current record-keeping practices and the proposed improvements. It is a valuable resource for the organization and its stakeholders. The report is written in a clear and concise manner, making it easy to understand and implement. The report also includes a list of references and a glossary of terms.

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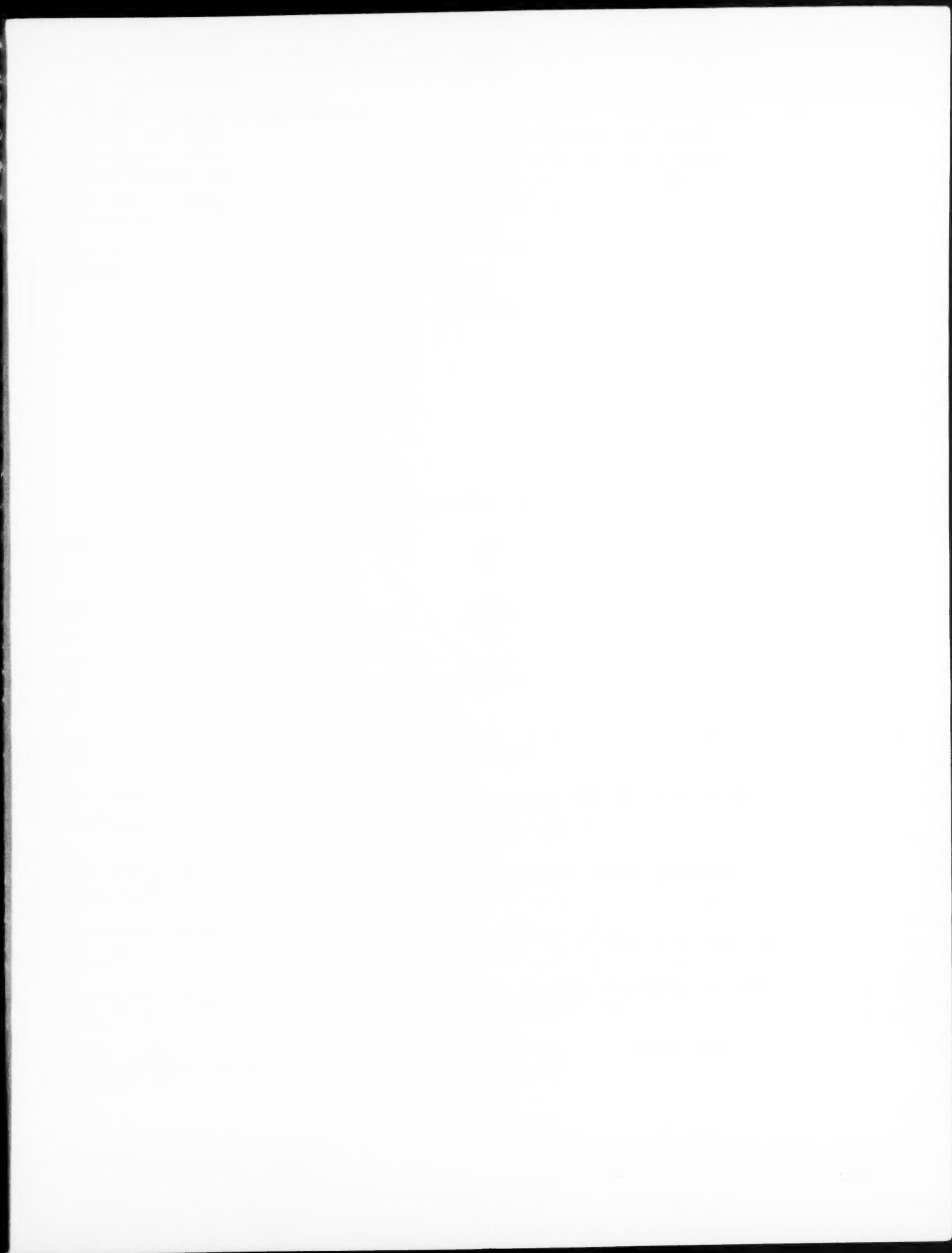
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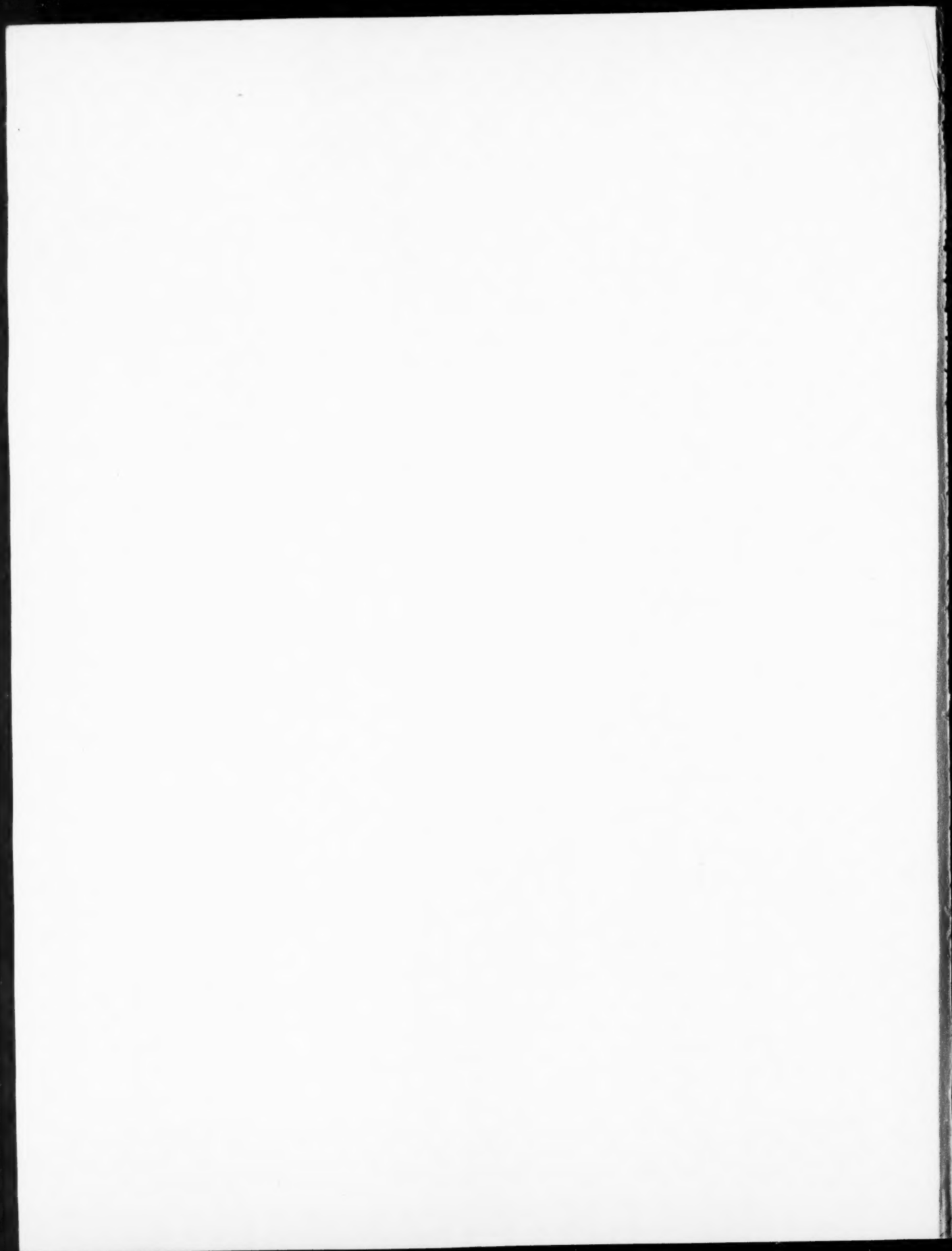
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